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ABSTRACT

This teacher's guide to unit three of the second-semester "Comparing Political Experiences" course provides specific objectives and instructional procedures for each of five activities that focus on the United Mine Workers of America (UWMA). In addition, the guide provides instructions for coordinating the use of the student book, audiovisual material, and skill kit for the unit. The introduction includes a statement of the general rationale; knowledge objectives; skill objectives consisting of analytical, moral-reasoning, and participation skills; instructional design; and evaluation materials for the course and the unit. A major objective in the study of the UMWA is that it can serve as an example of a system experiencing maintenance. Students observe the changing pattern of political resources and activities in the union and then may apply the concept of maintenance to new and different situations. Included are reaction forms to be filled out by the teacher to evaluate the effectiveness of the unit. (Author/DE)

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Comparing Political Experiences

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Judith Gillespie

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Teacher's Guide

Union Underground

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Stuart Lazarus

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EXPERIMENTAL EDITION

COMPARING POLITICAL EXPERIENCES

POLITICAL ISSUES

UNION UNDERGROUND

Teacher's Guide

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These experimental curriculum materials are part of a two-semester high school course, Comparing Political Experiences. The materials constitute one unit of one semester, Political Issues. The course is being developed by the High School Political Science Curriculum Project, which is one of the projects sponsored by the American Political Science Association's Committee on Pre-Collegiate Education. Development of these materials was supported in whole or in part by the National Science Foundation. Any opinions, findings, conclusions or recommendations expressed herein do not necessarily reflect the views of the National Science Foundation or of the copyright holder. These materials cannot be duplicated, reproduced or used in any manner without the specific written approval of the High School Political Science Curriculum Project.

PREFACE

"Union Underground" is one unit of a year long course, COMPARING POLITICAL EXPERIENCES. CPE includes two one-semester components, Political Systems and Political Issues. The two semesters can be sequenced into a year long course in which Political Systems serves as the first semester and Political Issues functions as the second semester. Each semester can also be used independently. In this case, Political Systems can stand alone. Political Issues can be used independently if the introductory unit is utilized to give students necessary background information. "Union Underground" is one of four topical units in the Political Issues course.

The Comparing Political Experiences program is supported with funds provided by the National Science Foundation for the design, development and testing of the program. The program is sponsored by the Committee on Pre-Collegiate Education of the American Political Science Association. Judith Gillespie, Howard Mehlinger and John Patrick co-direct the project. Dave Lambert co-ordinates the evaluation for the program. Judith Gillespie and Stuart Lazarus carry primary responsibility for the development of the "Union Underground" unit.

The first field test of "Union Underground" is taking place during the 1975-76 school year. The unit will be pilot-tested in schools across the nation. Through formal evaluation, site observation, and informal feedback, we hope to determine the major strengths and weaknesses in this version of the materials. In the past, we have found this kind of testing to be invaluable in contributing to revisions of our work.

At this stage of the development of the materials, we will seek advice and criticism from a wide range of sources regarding the content and instructional methodology in the materials. We encourage anyone who has ideas regarding the materials to send them to us. The strength of the revision depends on such feedback.

Judith Gillespie
Stuart Lazarus

INTRODUCTION

The teacher's guide for "Union Underground" is designed to provide specific objectives and instructional procedures for each of five activities which focus on the United Mine Workers union. In addition, the guide provides instructions for co-ordinating the use of the student book, audio-visual material, data packet and skills kit for the unit. It is important to have an overview on the Political Issues course as a whole and the place of the Boston busing unit within it. This introduction will provide a statement of the general rationale, objectives, procedures and evaluation materials for the course and the unit.

General Rationale

Four units comprise Political Issues. Each unit focuses upon a separate issue which illustrates one political experience. The political maintenance unit is based on a study of the United Mine Workers Union between 1918 and 1975 and its fight to secure mine safety standards. The political change unit focuses on changes in the communities of San Bernardino and Riverside as they confront the issue of smog from nearby Los Angeles. Cummins Engine Company and employee job secruity during its growth as a multi-national corporation provides the content for the political development unit. The political conflict unit, "Busing in Boston", is based upon the Boston school desegregation issue as it affects South Boston, Hyde Park, and Roxbury High Schools.

Political Issues serves two general purposes for the entire Comparing Political Experiences program. First, it helps students expand their knowledge from the first semester course. In this way it affords students the opportunity to practice the range of skills introduced in the first

semester as well as additional skills introduced in the second semester. To make these links with the first semester titled Political Systems, the second semester course investigates in depth the four political experiences of maintenance, change, development, and conflict. A second major purpose of the course is the creation of an alternative to problems of democracy, world politics, or other elective courses at the eleventh or twelfth grade levels. For this purpose, teachers can use the four units sequentially or they may use them independently as mini-courses.

Five general goals underly the development of instructional material for Political Issues. First, the course teaches a framework for viewing political life as a system. Secondly, it aims to impart understanding of common political experiences. The experiences of maintenance, change, development and conflict will become the central concern of the units developed for this course. Only by understanding common political experiences can students make sense of changes in political systems over time. Third, the course includes opportunities for students to practice various analytical skills. These focus upon improving student ability to organize and evaluate knowledge in general ways. Fourth, Political Issues gives students opportunities to practice skills of moral reasoning, an added dimension of the CPE program. Students are asked not only to analyze situations but to reason about the rightness or wrongness of the actions taken by characters in them. The fifth general goal of the second semester course is the development of participation skills including involvement in activities both inside and outside of the school.

Beyond these five goals of Political Issues lies the overriding goal of the entire CPE program, the promotion of student social self-fulfillment. The knowledge, analytical and moral reasoning skill goals

seek to encourage individual growth on the part of students. The participation component of the course is designed to capture the group dynamics of politics. Hopefully, through the participation component, students will understand that group behavior lies at the heart of political life. By pursuing goals which increase individual and group growth simultaneously students will move toward the goal of social self-fulfillment. These general objectives of the course are designed with the categories below.

Objectives

Knowledge Objectives. Political Issues aims to impart knowledge of facts, concepts, and generalizations. Each type of knowledge becomes valuable to students of the course. Knowledge of facts can help students in several ways. Since we carefully chose topics with implications both for today, and for the future, we feel that learning something about these topics can sensitize students to recognize topics with similar attributes. More importantly, however, is that facts can serve as useful handles to help students acquire knowledge of concepts. In learning the concept of political maintenance, knowledge of activities of the United Mine Workers Union can service students as a concrete example of a system experiencing maintenance. Students can refer to the development of the union since the 1860's. They can observe the changing patterns of political resources and activities in the union during this study. Learning about the UMWA will serve to concretize the concept of political maintenance for students.

Another knowledge objective is that students move beyond the concrete examples to knowledge of abstract concepts applicable to any situation. This is a necessary though difficult step to becoming an independent

thinker. Student knowledge of the concept maintenance will enable them to understand that experience whenever they confront it. However, students can always draw upon a concrete case of maintenance, the growth of the United Mine Workers.

These concepts are not merely the pets of curriculum developers isolated in far-off universities. If they were, we would be satisfied if students could memorize and recite their definitions. Ideally, students will move from study of the UMWA as an illustration of the experience of maintenance, to knowledge of the concept "maintenance", and beyond to extending this knowledge of maintenance to their own activities. Students should be able to recognize examples of maintenance around them. This conceptual knowledge of maintenance should help students to confront and to cope with instances of maintenance more successfully than before they took the course. The same argument applies to knowledge of the concepts of change, development, and conflict.

In addition to the political experience concepts, Political Issues aims to give students knowledge of other concepts used in Political Systems. The concepts of systems, resources, and activities become powerful analytical tools for students to use in describing the various political experiences presented in the course. The concept of system can provide students with a common frame of reference for viewing the Boston schools, Cummins Engine Company, the city of San Bernardino, California, and the United Mine Workers Union. The concepts of activities and resources are so common to political experiences of any type that they become powerful organizers for students.

Skill Objectives. Political Issues will include opportunities for students to develop their abilities to use a variety of skills. While

some of these opportunities will appear with the text material, many of them will be contained in a separate skills package accompanying the course. Teachers might use some skill activities and ignore others. The developers through a teacher's guide can suggest what skills to focus on in various parts of the course. However, classroom teachers are often better able to make judgments about the needs of their individual students. If teachers feel certain skills should be emphasized, the separate skills package will provide a reservoir of activities from which to choose. Skill objectives fall into three general categories: analytical skills, moral reasoning skills, and participation skills.

Analytical Skills. To make sense of political experiences around them, students need the ability to use a variety of analytical skills. A prerequisite to using knowledge successfully is student ability to comprehend material they see in various forms. For example, newspapers present students with maps, charts, graphs, pictures, and interviews. One set of analytical skill objectives represents student ability to translate and to interpret such data. The objectives also stress student ability to formulate questions about political experiences, to speculate alternative answers and to bring evidence to bear on each of them. The course further emphasizes student ability to compare political experiences in a variety of settings including school, work, national, and multi-national areas. Achievement of the objectives will contribute to student ability to conduct independent inquiry about political life. The general analytical skill objectives follow:

1. Students will be able to translate, interpret, and extrapolate information about politics.

2. Students will be able to formulate questions from data presented to them about political life; they will be

able to clarify these questions and restate them in the form of clearer, more precise questions.

3. Students will be able to hypothesize alternative answers to the questions they formulate.

4. Students will be able to organize and bring evidence to bear on hypotheses about political life.

5. Students will be able to formulate generalizations to describe political experiences.

6. Students will be able to compare political experiences in a variety of settings.

7. Students will be able to apply their knowledge of political experiences.

8. Students will be able to speculate alternative future trends in political experience and to recognize the consequences.

Each of these objectives appears in the sequence of activities in the "Union Underground" unit.

Moral Reasoning Skills. Moral reasoning skills represent another category of skills emphasized in Political Issues. The course will provide students with a structure for thinking about moral issues and opportunities to apply the structure. The course aims to promote individual student ability to reason about the rightness or wrongness of an issue. It does not seek to measure the level of cognitive moral development attained by students in the course. However, theories of cognitive moral development will guide the writers to design material appropriate to the students. The moral reasoning skill objectives follow:

1. Students will be able to articulate the moral characteristics of a situation.

2. Students will be able to state a position concerning the issue(s) identified: they will be able to clarify their position and restate it.

3. Students will be able to give reasons for the position stated: they will be able to justify the reason given in light of all the circumstances in the issue.

4. Students will be able to consider alternative positions: they will be able to reflect on their position and to reconsider it in light of other positions.

5. Students will be able to restate a position after clarfication, and reflection.

Moral reasoning activities as well as other activities throughout the course will emphasize active listening by students. Students will be encouraged to listen and to respect the ideas and feelings of others. There are several moral reasoning activities in the "Union Underground" unit.

Participation Skills. Political Issues takes off from Political Systems in extending participation activity to a variety of settings. While Semester One emphasized participation in the school, Semester Two provides opportunities for participation in the school setting, the work setting, and the local community setting. Opportunities will be continuous in a single setting; that is, students can choose participation activities in the work setting across all four units. We feel that this chance for intense and continuous participation in a single setting will enhance student development of participation skills. The activities will imply a variety of roles students might assume. They are included in the participation activities which follow.

1. Students will recognize themselves as political actors.

2. Students will be able to assume observer roles in group settings.

3. Students will be able to assume supporter roles in various political activities.

4. Students will be able to assume advocate roles in various political activities.

5. Students will be able to assume organizer roles and mobilize individuals to accomplish a task.

In addition to role play activities, students will also learn specific participation skills in each of the units in the course. In the "Union Underground" unit, they will acquire skills in bargaining. These skills should prove useful to students in political situations in their everyday lives.

All of the goals and objectives of the course will be carefully integrated in the development of Political Issues. Hopefully, the course will become an exciting extension of Political Systems as well as an interesting substitute for a variety of eleventh and twelfth grade electives.

Instructional Design and Procedures

Many features of the instructional design for Political Issues are similar to those for the first semester course. We have the same interest in mastery learning, in instructional variety, and in transfer of learning. However, many of the instructional ideas will be significantly different from those of the first semester. The following paragraphs are designed to lay out some of those differences and ways we will go about developing lessons.

Five instructional design features of Political Issues will be discussed in the paragraphs which follow. There will be a discussion of the use of "documentaries" as a basis for the develoopment of units. There will also be discussion of a student-centered approach and what it means in terms of the second semester activities. We will then outline an approach to concept learning and its implications for the development of materials. We will also refer to the use of the school, work settings and the community for participation activities. Finally, we will present our ideas about a skill kit and its use. Each of these aspects of the

course are not unrelated. Documentaries will be used as springboards for skill learning. They will also be used for concept development. Therefore, the various components of the instructional design are highly interrelated and should be viewed as pieces of a whole cloth.

The use of documentaries. A documentary can be defined as an extensive treatment of a well-defined topic. The nearest analogues are probably white papers produced in print or through various visual media, or some of the standard programs such as NOVA on PBS. Documentaries represent the core of instruction for each of the four units in the second semester course. The reasons for using the documentaries are several. One reason is that we want students to have enough of an information base about a particular political unit or issue to work with concepts and skills in terms of a great deal of information about some small segment of political life. Another reason for promoting documentaries is that they give us flexibility in unit development because we are able to use them as a base for many other activities in the course. We can therefore have a wide variety of types of activities and still retain a systematic and well-developed core of materials through which students have consistent and continuous contact. A final reason for using the documentaries is that we believe that if they are presented in a dramatic and interesting way, they will hold students' interest and seem relevant to the types of political situations that they see in other media, whether it be in magazines or on television.

Each of the four units are based on a different documentary. The documentaries were chosen purposefully on three criteria. First of all, we wanted cases which would stretch across multiple units of analysis. Therefore, we have a school case in the Boston School desegregation issue.

We have a case of interest group organization in the United Mine Workers Union, a community-national case in the pollution control issue in San Bernardino and Riverside, and an international case in Cummins Engine Company. The cases were also chosen because we thought they were relevant to students' everyday lives. The school cases can be relevant for some students as they participate in a school environment on a regular basis. However, students also participate in work environments, and the Cummins case was selected so that we could get good information about work environments as political systems. We chose the United Mine Workers case because we wanted students to see how politics operated in a union. In one or another way, many students entering the work environment will also enter the environment of unions and other interest groups. Students who work in communities may also encounter political party or other interest group organizations and we wanted students to get some experience in seeing how interest groups operate. The air pollution case focuses on community life and major changes in lifestyle which directly affect community members. It also demonstrates national-community government relationships and how EPA rulings can affect local community members. Therefore, the documentaries provide stimulating and important issues for students to study which are relevant to their everyday lives and which they can explore across multiple levels of analysis and extend their understanding of political life.

The documentaries also include a rich base of primary source data. We decided that we needed to avoid long descriptive commentaries on what was happening and use material which showed people talking in their own words about what was happening to them. We think that the primary source data will make a major difference in the transfer of learning from the

course to other situations. We feel that a dramatic and personal approach with primary source data is necessary in order for students to transfer what they are learning into other settings.

The kind of impact that primary source data can have is well illustrated by one of the comments made by teachers we interviewed at Hyde Park. The comment illustrates what was going on at the school in a way that we could never have written about it.

> "There's been lots of things. There's been what was going on in one of my classes when they had a big thing going on downstairs. There were police sirens whistling and people running through the corridors. And I had a class. A few of the kids wanted to look around and see what was going on. Most of my kids sat down, did their work, and asked questions about the work while this was going on. I mean I think the reason is that most of these kids are just fed up. They have a tremendous tolerance level. My guts were coming out and they were sitting in class and doing their work. The police were in the corridors and the intercom was telling people to come out. And there the class was. I thought, 'You guys are wonderful, and you're not getting any credit.' They're being considered like some kind of monsters. They're really not."

The teacher is expressing in her own words what many of the students and teachers at Hyde Park told us. For them, the conflict had become so routine that a particular incident would have no impact. Yet, the long term impact of the conflict would be felt by everyone in the school. We could say this in our words as developers, but the primary source data makes it much easier for students to see what happens in a conflict situation.

The documentaries are developed so that we can illustrate the knowledge objectives that we have for the course. Students are able to use the documentaries as a base for identifying and applying concepts and understanding why political experiences come about. They are also able to use documentaries in a different way. We have created a skills kit which allows students to experience analytical skill and moral reasoning lessons

throughout each of the four units. Therefore, the kit serves as a grab bag for the teacher who will be instructed that at various points in each of the units, students are to use one or more of the analytical and moral reasoning skills lessons. In addition, the documentaries demonstrate a variety of ways people participate in political life. Role profiles can be built which will aid students in exploring different roles they can take in political settings relevant to them. In these ways, the documentaries promote a concrete knowledge base for the course, a variety of bases for undertaking skill activities, and important springboards for undertaking participation activities.

Student centered lessons. We noted that many of the materials we have produced so far have not seemed to hold the interest of students or seem relevant to them in their everyday lives. We, therefore, decided to take this criticism seriously and to feature important topics for students in the course. This is done in a variety of ways. One way is to include "real people" in the course. We have tried to include original data from students, teachers, parents, and other community members in many of the units. We have gathered interview data on the average student worker or family member in order to make these characters as real as possible for the students. In this way they can see that people like them are faced with all of these situations and have reactions which are very natural and perhaps very similar to their own.

One example of invaluable student commentary that can be gathered using this kind of an approach is found in the Boston school desegregation case. When we were interviewing at Hyde Park High School in Boston, one of the students made the following response to how his life had changed as a result of the conflict at Hyde Park High School.

> There's policemen on each corner, where last year you were sort of free. I mean you had to have a pass to be in the corridors and things, but there were so many other activities and everything and the whole surrounding was so much nicer. There wasn't any tension or anything. You know, everybody got along with everybody, the football team, the basketball team, everything, you know, everything was good. This year it's different, police on every corner, aides in every corner, no lunches, you know, we had lunches every day. The gym was open, we could play ball. Extracurriculur activities -- there was intramurals. There's no intramural this year. There's nothing. We had a flexible campus last year. We'd come to school from 8:30 to 2:00. We had a seventh period you can do something else. This year there's none of that. We have none of that. We have nothing.

We didn't think it would be easy for us to develop this kind of data, and, therefore, we sought student interviews. This kind of student commentary in their own language should serve as a useful kind of evidence for students that conflict can indeed affect the everyday lives of students like themselves.

The course is also student-centered because it taps a variety of applications that are relevant to students. It begins with material about students and other people who are part of the communities in which students live. We use these types of primary source data to begin to move from the students' own environment to the consideration of other political units at the local, national, and international level. In this way, the student can understand the ideas, concepts and skills in their own terms in their own world before they move to other levels of analysis.

There is also an affective orientation to the course which is highlighted by two things. One, we feel the need to work with the value orientations and attitudes of students in relationship to politics. Therefore, we spend considerable time asking students how they feel about situations and asking them to express their opinions on a wide variety of political phenomena which are illustrated by the documentaries.

In this way, we consistently attempt to have the students put themselves in the position of the actors in these situations and to relate these situations to their own personal feelings and desires.

Another aspect of the affective orientation is that we intend to work on some basic interaction patterns between students. We think it is impossible for students to operate in a second semester course without being able to take on basic active listening roles and considering the opinions of others. We also think it will be impossible for them to work effectively without having some basic lessons in working together in groups with various purposes and in various ways.

An approach to concept learning. It has been our approach to teach concepts in a rule-example style. In the second semester course our desire is to have students know the facts of a case well before they encounter a concept. The documentaries should give students a core of knowledge which will allow them to bring a great deal of evidence to bear in the instances and non-instances of a concept as well as to use a concept in a context in which they are familiar. Too many students seem not to know very much about politics at all. Because of this, they cannot surface their own examples to apply them to definitions. We use the documentary as a base for giving students the facts and having them then apply concepts to the documentary. As a result of this strategy, knowing facts becomes an important objective of the course, and students are required to know selected aspects of the four cases on which the units are based.

The laboratory base. Just as the school has been used as a laboratory in the first semester course, the students are now able to extend their knowledge out of the school into the work environment in the community. We have created the opportunity for students to work for a whole semester

in a single setting. That setting can be at work or in some community organization or in the school. They will not have to worry whether everything they learn applies to the setting, but they will have periodic and continuous opportunities to apply their ideas and to practice skills in the setting which is important to them. This kind of continuous work in a single setting and the continuous opportunity for participation in a variety of ways, should provide a base for extending students' knowledge and skills in participation in the course.

An important point about the flexibility of the course can be made here. There will be a participation kit which will be part of a general skills kit for the course. Students will be able to practice roles in any sequence and order that they choose across the four units. Therefore, students can tailor which particular roles they learn at which times by what is happening in the setting in their own particular skills. This is a different approach from the first semester course, where we taught a skill and we wanted students to find a place to apply it. Here we are saying "find a place in which you can apply a wide variety of skills and then determine which skills you need to practice in which order." This kind of flexibility will give a teacher a setting through which the course can be adapted and an order to fit the needs of the student in the particular setting in which the student is working.

The skills kit. We are designing a skills kit which will include analytical skill lessons, moral reasoning skill lessons, and participation skill lessons. Each of these components will be described below.

The intellectual skills portion of the kit is formatted on a programmed instruction basis. In this way, students who need certain intellectual skills that other students don't need, for example, the

ability to ask good questions, will be able to use the kit without making it an entire classroom endeavor. On the other hand, if an entire class needs a lesson, they will be able to go through the programmed instruction lessons in groups so that they can become a whole class exercise. The flexibility is necessary and important for teachers who have students of widely varying ability or students who have mastered certain key analytical and moral reasoning skills and not others. A teacher should be able to use any of the intellectual skills lessons in the kit in any order in any of the four units. Therefore, there will be several suggestions for sequences through which the teachers can use the skill kit and a teacher can tailor the use of the skill kit to the individual needs in a classroom. By the end of all four units we would expect students to achieve the analytical and moral reasoning skills which are the core of the course, but the order and sequence in which they are learned is left to the teacher.

We have also built participation exercises which are part of the general skills kit and include lessons in developing participation skills as well as application or direct participation experiences in the school, local communities, and work settings. The participation portion of the skills kit is as flexible as any other. It includes lessons on building participation skills such as making decisions and working in groups. These skills can be practiced in any classroom for any teacher's purpose; it will also direct participation experiences which students can undertake on a long term, full semester basis so they can transfer the knowledge and skills that they have learned into a political setting that is important to them. This allows students who have taken the first semester course of CPE to omit many of the skill building exercises and go into an

extensive participation experience in a single setting in the second semester. It should also allow students who have not taken the first semester of CPE to build participation skills and get some ongoing experience in a stable political environment.

Throughout each of the units, activities from the students materials are sequenced together with activities from the skills kit. This guide will provide specific instructions about when to use the skills kit. The kit itself provides instructions about what to do for a particular lesson. Therefore, when the first skill exercise is suggested in Activity Two of this unit, teachers should turn to the section of the skills kit which is suggested and choose a lesson which will be appropriate for their students. The skills kit contains all necessary instructions for each skills lesson.

Schedule of Activities

Each of the units in Political Issues are designed to take approximately 3-4 weeks of class time. It is difficult for developers to estimate how long a particular activity will take, but a schedule for this unit can be outlined as follows:

Schedule for "Union Underground"

Activity	Estimated Teaching Time (50 minute class meetings)
1. Underground	1-2
2. Work at the Face	4-5
3. I Am a UMW Miner	4-5
4. The Contract: Who Governs?	3-4
5. The UMWA and the Future	3-4
Mastery Test	1

Evaluation

The importance of evaluation in a pilot test of a course cannot be underestimated. Feedback from the evaluation provides key ideas for the revision of the materials. A Mastery Test has been designed for the end of this unit which will measure student achievement of the major objectives of the unit. The Mastery Test has been prepared by National Evaluation Systems, Inc. in conjunction with the developers on the CPE project. It is important that the Mastery Test be administered and returned as quickly as possible.

Teacher reaction questions have also been inserted in each unit in the CPE course. After each activity, teachers should take 15-20 minutes to complete the form and indicate their reactions. This information will be key in informing developers about what seems workable in a variety of classrooms and what does not. The forms should be torn from the teacher's guide and mailed as soon as possible.

The evaluation will also include students reactions, gathering information from site observations, and obtaining critiques from scholars in political science and social studies education. All of these pieces of information contribute substantially to major revisions in the materials.

ACTIVITY ONE: UNDERGROUND

Many of the political issues which face the UMWA reflect the occupational interests of its membership, the men and women who mine coal. These interests originate from the nature of their job and the environment in which it is performed. Thus, students need to understand mines and mining in order to grasp the meaning of many of the issues and problems with which the UMWA, as a political system, must deal.

In this lesson, students will learn about underground mines. Many people think of a mine as a big tunnel, but that image is misleadingly simplistic. It's like thinking of a television set as a box with knobs and a screen on the front, while ignoring the intricate maze of transistors, electrical circuits, and tubes behind the scene. A mine too is more elaborate that it seems at first thought. It is a complicated and hazardous work environment. A major purpose of this lesson is to help students see and understand the complexity of coal mines.

A brief overview may be helpful while you prepare to teach this lesson. After some introductory information about coal, students are asked to design a coal mine which solves three basic problems of all underground mines: air circulation, roof support, and transportation. The students will hopefully experience some perplexity while attempting this assignment, perplexity to motivate them to find out how mines are layed out and to understand that mines are more elaborate than they had realized. After briefly discussing their designs, students are given

additional information about mines. They apply their knowledge to a diagram of a mine which contains several errors. Students identify the mistakes and speculate about the consequences of each one. Since the consequences are potentially fatal to miners, the exercise begins to focus attention on occupational safety as a political interest, an issue which runs through the entire unit.

Instructional Objectives

As a result of working with this lesson, students should be able to achieve the following objectives:

1. To demonstrate an understanding of coal miners as a work environment by identifying four dangerous mistakes in the mine diagramed on page 23 of the student material.
2. To demonstrate awareness of safety as an occupational interest by speculating about the consequences of the mistakes identified in the diagram.

Instructional Procedures

This lesson is meant to be rather short, taking no more than one class period. Begin by telling students that the purpose of this lesson is to understand coal mines as a work environment and to think about the kind of political interests that people might develop in that situation.

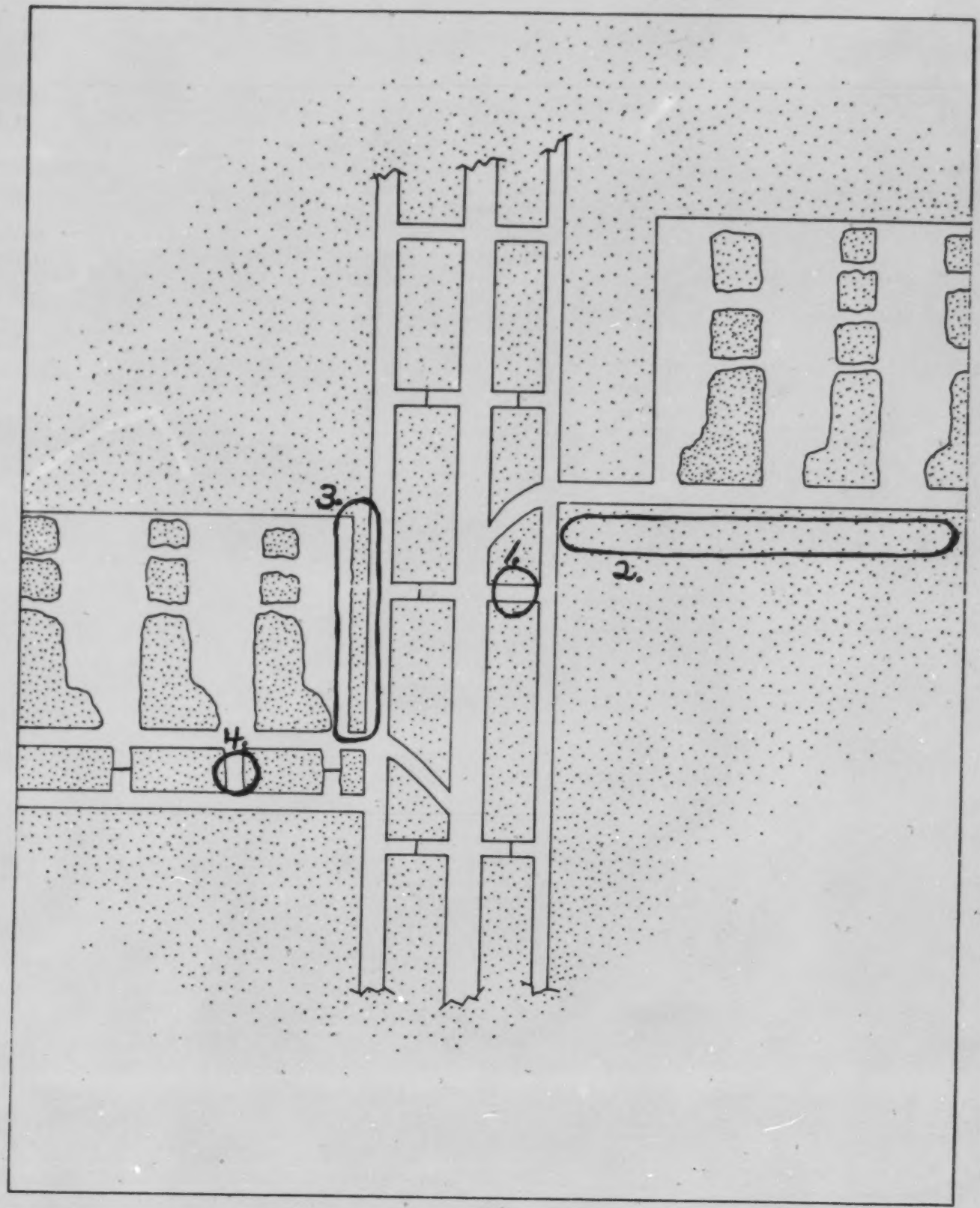
Next assign pages 1-9 in the student book and the exercise on page 10 . Depending on the characteristics of your students, you may wish to have them work either individually or in small groups. When students have finished the reading, give them about five to ten minutes to work on their diagrams. Then call on two or three volunteers to explain their plans to the rest of the class. If students do not

include the information in their answer, you may want to ask one or more of the following questions:

1. How will the roof be supported when the coal is removed?
2. How will miners, machines and coal be transported underground?
3. How will air be provided to all part of the mine?
4. Can the design be followed to eventually reach almost all of the coal in the seam?

After brief discussion, assign pages 11-21 as reading and ask students to complete the exercise on pages 22-23. A reproduction of the mine diagram used in the exercise is included in the transparency packet for this unit. It can be used to guide discussion and to provide feedback for the entire class about the location of the mistakes. Mount the transparency and ask students to identify the errors. Circle the location of each one on the transparency. Ask students to speculate about the consequences of each mistake as it is marked on the transparency.

On the following page is a copy of the diagram, with the mistakes circled. It is followed by a list of the mistakes and a discussion of the possible consequences of each. (Remember that students may identify the mistakes in a different order than we have.) At this point, you may find it helpful to read the student materials because the concepts used in the answers are explained there.


3.
2.
1.
4.

1. a. The second right hand crosscut on the main heading has not been sealed with a brick wall.

   b. Consequently, an adequate fresh air supply may not reach those parts of the mine beyond the unsealed crosscut. Inadequate air circulation has several serious implications. Miners breathing oxygen deficient air may become dizzy and pass out. A dangerous prospect around machinery. Of course, if they are deprived of fresh air for too long they may be asphyxiated. Without adequate circulation, dangerous amounts of poisonous or explosive gases and coal dust may accumulate in parts of the mine. Such a situation threatens the lives of everyone in the mine.

2. a. There is no second tunnel connecting the first right hand section of rooms to the main airway.

   b. Consequently, that series of rooms will receive inadequate air ventilation, with all the implications previously discussed. Further, in the event of a disaster in that section, the miners would not have an escape roof if haulage tunnel was blocked.

3. a. The coal barrier seperating the first left hand room from the main airway is dangerously thin. (Compare its thickness to that of the barrier on the first right hand room.) The thin pillar provides scant support for the airway tunnel.

   b. Consequently, the main airway could be blocked if the barrier collapsed. A cave-in can kill or mangle miners working in the vicinity. A cave-in which blocked the main airway would interfere with the air ventilation for the entire mine, and all other work would be stopped until the airway was repaired. If the thin coat barrier along the airway collapsed as the result of a disaster in another part of the mine, it could close off a major escape roof, trapping miners underground.

4. a. The second crosscut on the left hand section of rooms is unsealed.

   b. Consequently, all the hazards described in answer 1 may occur, although they would be localized in that particular section of the mine.

Do not be overly concerned if students fail to identify all of the consequences we have listed. They will have future opportunities

to identify occupational hazards faced by miners. This speculation is meant more to focus attention on the safety issue than to generate definitive answers.

When you have completed this activity, please fill out the teacher evaluation form which is enclosed in the pages that follow in this teacher's guide.

Union Underground
Activity 1

Below are some questions that we would like you to answer now that you have completed this activity. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this activity?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this activity?
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, it helped me a great deal to teach this activity.
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, but it wasn't very helpful in teaching this activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand, but it still was very helpful to me in teaching the activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand and not very helpful in teaching this activity.
   - ☐ Other (specify) _____.

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this activity?
   - ☐ My class(es) completed this activity exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the activity as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the activity, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this activity? (select more than one if appropriate)
   I found that the sequencing of lessons in this activity...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this activity?

☐ This activity just took too long to get through and this inhibited student interest and learning.

☐ This activity proceeded at just the right pace to keep the students learning and interested.

☐ More time really needed to be spent on the lessons in this activity.

☐ Other (specify) _____

_____

6. Which of the following statements best reflect your feelings about the objectives specified for this activity? (check more than one if appropriate)

☐ I thought the objectives were worthwhile -- that is they were things my students should know.

The objectives were not worthwhile for my...

☐ ...high achievement students.

☐ ...average achievement students.

☐ ...low achievement students.

☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.

The objectives were not appropriate for my...

☐ ...high achievement students.

☐ ...average achievement students.

☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this activity?

☐ The reading level of the materials was suitable for all my students.

☐ The reading level of the materials was suitable for my students except for the very low ability students.

☐ The reading level of the materials was suitable for my students except for the very high ability students.

☐ The reading level of the materials was inappropriate for most of my students.

☐ Other. _____

8. Which of the following statements best describe your assessment of the audio-visual components of this activity. (If there were none, please skip to the next question.)

☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this activity.

☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this activity.

☐ The audio-visual exercises were neither interesting or helpful to the students.

☐ Other (specify) _____

_____

9. The way this activity was designed provided me with enough feedback to know whether most of my

☐ high ability students
☐ average ability students (check appropriate places)
☐ low ability students

were achieving the objectives.

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this activity.

Most of my high ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my average ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my low ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this activity.
- ☐ Most of my high ability students achieved the objectives.
- ☐ Most of my average ability students achieved the objectives.
- ☐ Most of my low ability students achieved the objectives.

12. Which exercise(s) -- if any -- of the Skills Kit did you choose to use during this activity?

_____

_____

13. Which statements below describe your assessment of this exercise?
- ☐ The exercise I chose challenged my students but was not too difficult for them to complete successfully.
- ☐ The exercise which I chose did not challenge my students.
- ☐ The exercise I chose was too difficult for my students to complete successfully.
- ☐ Comment _____

_____

What (briefly) would you identify as the strongest aspects of this activity?

What (briefly) would you identify as the weakest aspects of this activity?

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Comments:

ACTIVITY TWO: WORK AT THE FACE

This Activity has four parts, and they are listed as follows:

1. Work at the Face, Part I: 1920
2. Organization and Structure,
3. Union Politics: 1920-1972, and
4. Work at the Face, Part II: 1975

Perhaps a brief description of each one will help you form a perspective for the entire Activity.

In the first part students view a slide-tape, "Work at the Face, Part I: 1920," that depicts coal mining in the early 1920's, the time when our study of union politics begins. After seeing the slide-tape, students should understand the work situation of coal miners well enough to identify the political interests of miners. Students are then asked to speculate about the kind of political system that might be formed to organize and articulate those interests. Later students will compare the system that they devised with the political system that John L. Lewis built and maintained in the UMWA.

In the second part, "Organization and Structure," students learn about the early history of the union and how John L. Lewis rose to the presidency of the UMWA. Students also learn about the formal organization of the UMWA in order to grasp the structural framework in which union politics occurs.

In "Union Politics," the third part of the Activity, students work in small groups to examine the political history of the UMWA. The concept of political maintenance is introduced in an informal way. Students realize that the union has maintained an elite type of political

system over time. Later Activities develop the concept of maintenance more fully. After they recognize that the UMWA has experienced maintenance, students speculate about why the union's political system has remained essentially the same overtime. The cases reflect how mobilization, control, interdependence and legitimacy affect maintenance, and, although they are not formally developed, students may discover how these concepts influence maintenance. Subsequent lessons develop the relationships between maintenance and control, interdependence, legitimacy, and mobilization. At this point, our purpose is merely to prompt students to begin thinking about how political maintenance can be explained. This part of the Activity also provides practice in using the skill of asking good questions, an ability developed through exercises contained in the Skills Kit that accompanies the Political Issues series.

In"Work at the Face, Part II",students view a slide-tape that portrays coal mining in 1975. Students should be able to identify the political interests of contemporary miners. By comparing the political interests of yesterday's coal miners with those of today's miners, students realize that occupational safety remains a salient political issue with which the union must deal.

Instructional Objectives

As a result of working with this Activity, students are expected to be able to do the following:

1. To identify and state the political interests of a group at two different points in time, and to identify similarities and differences in political interests of a group over time. Partial mastery of this objective can be determined by student answers to the questions on page 24 and on page 81 in the student material. Final mastery of the objective can be measured by student responses to questions on the Mastery Tests for this unit.

2. To design a political system for a large interest group and to contrast different organizational structures. Partial mastery of this objective can be determined by student responses to the questions on pages 40 and 46 in the student material. Final mastery of the objective can be measured by student responses to questions in the Mastery Test for this unit.

3. To identify and articulate how political resources and activities are distributed within a political system. Partial mastery of this objective can be determined by student performance in the exercise on pages 52 and 79 in the student material. Final mastery can be measured by student responses to questions in the Mastery Test for this unit.

4. To apply the criteria for asking good questions. Partial mastery of this objective can be determined by student responses to exercises in the Skills Kit and by student performance in the exercise described on page 79 of the student material. Final mastery of the objective can be measured by student responses to questions in the Mastery Test for this unit.

5. To identify examples of political maintenance. Partial mastery of this objective can be determined by student performance in the exercise on page 79 of the student material. Final mastery can be determined by student responses to questions in the Mastery Test for this unit.

Instructional Procedures

The instructional procedures for this Activity are divided into parts that correspond to the divisions in the student materials.

Work at the Face, Part I: 1920

1. Begin by telling students that the purpose of the lesson is to identify the political interests of coal miners. Either have students read the introductory paragraphs on page 24 of the student material or paraphrase that information for them. In either case, require students to list on page 24 the interests they identify because that information will be used in subsequent lessons.

2. Before you start the slide-tape, stress that it portrays coal mining in the early 1920's, a point we choose to begin our study of UMWA politics because John L. Lewis became president of the union then. Then play the slide-tape. It runs about twelve minutes. A copy of the transcript is reproduced on pages 25-39 of the student materials. Students may wish to refer to it during discussion of political interests.

3. When the tape ends, give students a few minutes to finish their list on page 24. Then ask them what political interests they identified. To help you guide discussion and evaluate student answers, a list of the political interests that we identified is given below. The list is organized into four broad areas: economic, safety, dignity, and influence interests. Students, of course, may organize their lists in different ways. Also notice that because the four interest areas are interrelated, a single fact may appear in several different areas. The numbers in parentheses identify the location of the statements in the transcript.

Political Interests of Miners: 1920

a. Economic Interests

Miners would like to improve their economic well-being. This inference is based on several facts. Caleb indicates that miners work eleven and twelve hours a day (4). He says they must perform a lot of work without pay (12). Young children work in the mines (10, 15). Parents probably would not permit their children to work at such a dangerous and strenuous job unless it was an economic necessity. Men worn out by years of underground work must still labor on the surface (15)

to earn a living, presumable because they lack enough money to retire. Miners have little job security because they can be fired arbitarily (15). Workers in this situation would probably be interested in higher wages and shorter hours, in better job security, and in increase retirement benefits. These desires reflect a general political interest in improving their economic position.

b. Safety Interests

Miners would like to improve their physical safety on the job. Several statement in the tape suggest that safety is a political interest. Mining is dangerous (1), hazardous (2), man-killing (15) work. Rock falls (5, 6) and cave-ins (9,14) threaten them. Dust plugs their lungs (2, 8, 9) and makes it difficult to see while running dangerous machinery (8). They are required to work in excessively unpleasant and unsafe places (12). People who face such a situation would very likely see increased job safety as an important political interest.

c. Dignity Interests

Miners would like to increase the amount of respect they receive from their employer. This inference is based on several statements made in the tape. The company does not say anything about the miner or his conditions (4). The company acts as if coal were more important than miners (4). Sometimes it seems like miners are treated like dogs (12). Workers treated in this way would likely be concerned about increasing the amount of respect they receive on the job.

d. Influence Interests

Miners would like to increase the amount of influence they have over the work environment. If they are mistreated, there is nothing they can do about it (4). The company has all the power; the miners have very little (12). They cannot object to work conditions without the risk of being fired (12). Influence could be used to achieve other interests. Thus, workers facing these conditions would very likely see increasing their influence as a political interest.

4. After discussing the political interests of miners, divide the class into small groups to complete the exercise described on page 40 of the student material. When the groups have

finished the exercise, select one person from each group to present their diagram to the rest of the class. If a student omits the information in his or her report, raise any of the following questions which are necessary:

a. How will the union include all coal miners?

b. How will political activities, such as decision-making, leadership, participation, and communication, be distributed?

c. How will political resources, such as influence, wealth, and ideology, be distributed?

Organization and Structure

1. This is a short lesson that should take only part of a class period. Begin by asking students to read Organize!: 1860-1920 on pages 42-45 of the student material. Then briefly discuss the following questions:

(1) <u>What kind of relationship existed between the union and the coal companies</u>?

The relationship was characterized by violent conflict. The companies viewed the union as a threat to their interests. The union viewed the companies as an oppresive force that blacked the interests of miners. The companies possessed most of the power because the union was in disarray.

(2) <u>What kinds of skills did John L. Lewis possess that enabled him to become a political leader</u>?

Lewis had knowledge of American industry and of the economics of the coal industry. He understood the use of power and was able to develop political strength within the union. Lewis also understood how to influence the government. He possessed a skill with language, which is important for a political leader.

2. After the discussion, ask students to read about the structure of the UMWA on pages 46-51. When you make the assignment, emphasize that students are to compare their diagrams with the information presented in the reading. After students complete the reading, call on several students to describe similarities and differences between their diagrams and the union structure described on pages 47-51. Answers, of course, will depend of the kind of system each student designed.

Union Politics: 1920-1972

1. This lesson provides an opportunity for students to apply the skill of asking good questions. If your students have not previously used it, you may find this a convenient point to use the section on question asking in the Skills Kit. That material is contained on pages 6-23 of the kit.

2. The Union Politics lesson consists of six case studies that depict the UMWA's political system at various time points. Students examine these cases in small groups. Thus, you should begin by dividing the class into groups with six members. If necessary, some groups may have more than six members. In that event, two students in a group would work together on one case study.

3. Introduce the lesson by having students read page 52 in the student material. Answer any questions that students may have about the assignment. Then assign the case studies. They are listed below:

a. The Battle for Power: 1921, pp. 53-56

b. The Battle to Save the Union: 1926, pp. 57-60

c. The Battle for Principles: 1936, pp. 61-65

d. The Battle for Benefits: 1946-1948, pp. 66-69

e. The Battle to Save Coal: 1950-1963, pp. 70-73

f. The Battle to Save Power: 1963-1972, pp. 74-78

Make sure that students understand that they are to complete the exercise on page 79 when they finish the reading. An elite political system is reflected in each case. You may circulate from group to group to provide assistance on the assignment and to answer any questions.

4. When the groups have finished the exercise, conduct a large class discussion. Ask students to speculate about why the UMWA maintained the same kind of political system over time. Ask students to support their speculations with reasons, but be accepting of all answers at this point. The purpose of the question is to focus student attention on the problem of explaining maintenance, rather than to generate definitive answers. Other Activities in the unit will provide answers to the question.

Work at the Face, Part II: 1975

1. Begin by telling students that the purpose of the lesson is to identify the political interests of today's coal miners. Have students read page 81 on the student material. Then play the slide-tape which runs about twelve minutes. A

copy of the transcript is reproduced on pages 82-100 of the student materials. Students may wish to refer to during the discussion of political interests.

2. When the tape ends, give students a few minutes to finish their list on page 81. Then ask them what political interests they identified and how the interests of today's miners compare with those of yesterday's. To help you guide discussion and evaluate student answers, a list of the political interests that we identified is given below. To facilitate comparison, this list is organized into the same four categories used to organize the political interests of miners in 1920. The numbers in parentheses identify the location of the statements in the transcript.

Political Interests of Miners: 1975

a. Safety Interests

Miners would like to improve their physical safety on the job. This conference is based on several facts. Most miners are interested in coming out in one piece and in seeing their fellow workers come out of the mines in one piece (2). Increased mechanization presents new dangers (4, 12, 16). Rock fall threatens miners (10, 12, 14). Gas is a hazard (17, 18, 19). Job safety clearly remains an important political issue for coal miners (1, 20).

Yet important changes have occured regarding safety. A company cannot require a miner to work in an unsafe area (6, 8). Nevertheless, some miners are unaware of their rights (6, 8, 16).

b. Economic Interests

Although, like most workers, miners very likely want increased wages, economic interests are not as dominant as they were in the 1920's (2). Miners earn high wages (2). They are paid for all their time on the job, not just for the amount of coal they produce(5). They have job security (6), if they know their rights under the union contract (8).

c. Influence Interests

This concern has changed over the years, too. Miners now feel they can affect their environment (1). They are no longer controlled by management (6, 8). Yet, some miners still fear management (6), and some companies try to browbeat miners (8).

d. Dignity Interests

Like all workers, miners want to be treated with dignity on the job (2). In one sense, dignity remains an important interest. Dignity is intimately connected with safety, for one's sense of dignity must be effected if one's life and health are not highly regarded.

In another way, dignity, as a political interest, has changed. Dignity is connected to influence, for those with influence are respected. Thus, the changes in the amount of influence that miners have in their environment has changed their sense of dignity.

When you have completed this activity, please fill out the teacher evaluation form which is enclosed in the pages that follow in this teacher's guide.

Union Underground
Activity 2

Below are some questions that we would like you to answer now that you have completed this activity. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this activity?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this activity?
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, it helped me a great deal to teach this activity.
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, but it wasn't very helpful in teaching this activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand, but it still was very helpful to me in teaching the activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand and not very helpful in teaching this activity.
   - ☐ Other (specify) _____.

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this activity?
   - ☐ My class(es) completed this activity exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the activity as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the activity, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this activity? (select more than one if appropriate)
   I found that the sequencing of lessons in this activity...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this activity?

☐ This activity just took too long to get through and this inhibited student interest and learning.

☐ This activity proceeded at just the right pace to keep the students learning and interested.

☐ More time really needed to be spent on the lessons in this activity.

☐ Other (specify) _____

_____

6. Which of the following statements best reflect your feelings about the objectives specified for this activity? (check more than one if appropriate)

☐ I thought the objectives were worthwhile -- that is they were things my students should know.

The objectives were not worthwhile for my...

☐ ...high achievement students.

☐ ...average achievement students.

☐ ...low achievement students.

☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.

The objectives were not appropriate for my...

☐ ...high achievement students.

☐ ...average achievement students.

☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this activity?

☐ The reading level of the materials was suitable for all my students.

☐ The reading level of the materials was suitable for my students except for the very low ability students.

☐ The reading level of the materials was suitable for my students except for the very high ability students.

☐ The reading level of the materials was inappropriate for most of my students.

☐ Other. _____

8. Which of the following statements best describe your assessment of the audio-visual components of this activity. (If there were none, please skip to the next question.)

☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this activity.

☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this activity.

☐ The audio-visual exercises were neither interesting or helpful to the students.

☐ Other (specify) _____

_____

9. The way this activity was designed provided me with enough feedback to know whether most of my

☐ high ability students
☐ average ability students (check appropriate places)
☐ low ability students

were achieving the objectives.

What (briefly) would you identify as the strongest aspects of this activity?

What (briefly) would you identify as the weakest aspects of this activity?

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Comments:

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this activity.

Most of my high ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my average ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my low ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this activity.
- ☐ Most of my high ability students achieved the objectives.
- ☐ Most of my average ability students achieved the objectives.
- ☐ Most of my low ability students achieved the objectives.

12. Which exercise(s) -- if any -- of the Skills Kit did you choose to use during this activity?

_____

_____

13. Which statements below describe your assessment of this exercise?
- ☐ The exercise I chose challenged my students but was not too difficult for them to complete successfully.
- ☐ The exercise which I chose did not challenge my students.
- ☐ The exercise I chose was too difficult for my students to complete successfully.
- ☐ Comment _____

_____

ACTIVITY THREE: I AM A UMW MINER

Activity Three focuses on legitimacy. Legitimacy is the perception of importance and rightness of the activities of a group. Throughout the Activity, students look at legitimacy as it is perceived by people belonging to the United Mine Workers of America. They then begin to relate legitimacy to political maintenance. The major question of the unit is: how does legitimacy support political maintenance in the United Mine Workers and in other political groups?

In the beginning of the Activity, students explore the meaning of the word legitimacy by reading an interview with a woman coal miner named Loratta. The interview with Loratta indicates her interests and feelings about being a member of the United Mine Workers. Students then compare Loratta's interview with cases about the International Ladies Garment Workers' Union and the Organization of African Unity.

The second part of the Activity focuses on a game called Strike! The game focuses on the use of the strike as a legitimizing force in the United Mine Workers. Students explore how different types of miners feel about the strike issue and how they feel about the union through the gaming exercise. They then utilize two comparative cases; one on the democratic party and the other of the Partido Revolucionario Mexicana in Mexico.

Two intellectual skills are also taught in this Activity: evidence gathering and comparison. Through exercises in the Skills Kit, students will learn how to evaluate appropriate evidence and how to further their skills in comparative analysis.

The materials you will need for this Activity are as follows: 1) The student materials; 2) Skills Kit; 3) the four packets for the Strike! game that are labeled with the name of Local 4401, 4402, 4403, and 4404; and 4) the transparency from the Opinion Poll, which is contained in the miscellaneous transparency packet. Therefore, you will need the Skills Kit and you will need four packets for the Strike! game and one transparency from the miscellaneous transparency packet.

Instructional Objectives

As a result of working with Activity Three, students should be able to achieve the following objectives:

1. To identify and apply the concept of legitimacy. Partial achievement of this objective will be determined by student's work with the interview with Loratta in the beginning of this unit. They will answer questions about the content of the idea of legitimacy and use the comparative cases on the ILGWU and OAU to make generalizations about the content of the concept. Final mastery of the objective can be measured by correct responses on the mastery tests for this unit.

2. To formulate generalizations relating legitimacy and maintenance. Partial achievement of this objective can be determined by the debriefing session in the Strike! game contained in this unit. Students will answer questions about the relationship between legitimacy and maintenance and will apply their knowledge to the cases of the Democratic party and the PRI in Mexico. Final mastery of the objective can be measured by correct responses to questions in the Mastery Test for this unit.

3. To demonstrate evidence-gathering skills. Partial achievement of this objective can be determined by student's responses to exercises in the section of the Skills Kit on evidence-gathering (Section I, Part C). Final mastery of the objective can be measured by correct responses to questions in the Mastery Test for this unit.

4. To demonstrate skills of comparative analysis. Students will work with exercises in the Skills Kit on comparative analysis. Partial achievement of this objective can be determined by student work with the exercises in the section of the Skills Kit on comparison (Section I, Part E). Final mastery of this objective can be measured by correct responses to questions on the Mastery Tests for this unit.

Instructional Procedures

The instructional procedures in this activity are listed below. There are two main activities in the unit. One activity centers around the Loratta interview. Instructional procedures 1-4 relate to the material surrounding that interview. The second main activity involves the Strike! game. Instructional procedures 5-15 refer to that activity. The instructional procedures can be listed as follows:

1. Ask students to read the material from the beginning of Activity Three through the interview with Loratta and the discussion questions. Ask them to think about the discussion questions and formulate answers that satisfy them.

2. Discuss with students the discussion questions after the Loratta interview. They are designed to have students explore idea of legitimacy and how it relates to political maintenance.

   (1) What benefits does Loratta believe she gets by joining the United Mine Workers?

   Loratta sees three benefits by joining the United Mine Workers. She gets training and safety procedures which protect her on the job. She gets a contract which protects her rights as a worker in the mine. She also receives job security. She knows she cannot be fired unless she cannot do the work. All three of these benefits are the basis for her loyalty to the union.

   (2) Do you think Loratta sees the union as legitimate? What specific evidence do you have from the case which makes you think the union is or is not legitimate in Loratta's eyes?

   Loratta does see the union as legitimate. She does because she keeps saying "I am a UMW miner." She

believes that the union is an important organization in her life. Her life is at stake when she goes in the mines and she wants to stick by the union. It is very salient to her in her conversation. In addition, she feels that the union is justified in its actions. She thinks that the workers are special people and they need the union in order to protect their rights. Specific evidence which is brought to bear on this question are her statements about being a miner and the kinds of ways she sees the contract and the union working for her benefit.

(3) Do you think this case provides good evidence for your conclusions about the legitimacy of the union? Why or why not?

Students should begin to see that there is some good evidence here. It is specific evidence that is related to their ideas about legitimacy. Unrelated evidence would not be very helpful. However, the evidence is not systematically collected. The source can be identified. Students should be able to play with ideas about what they think good and bad evidence is. After you finish this discussion, you will go on to an evidence-gathering exercise in the Skills Kit which will make these criteria more clear to students. This is just to initiate discussion about evidence and its importance.

(4) How do you think people like Loratta contribute to political maintenance in the union?

This question is designed to have students begin to speculate the relationship between legitimacy and political maintenance. They should see that people like Loratta are necessary to gather support behind the union that is necessary to keep it functioning as an organization. People who believe in the legitimacy of the union are not likely to want to change it. Loratta certainly does not have this want and she does think the union performs an important function. Legitimacy in Loratta's eyes contributes to the support that she gives to the union. This support is fundamental to maintenance of any political group.

3. Turn to the Skills Kit and the section on evidence-gathering.

The section on evidence-gathering begins on page 42. Decide

which exercise you would like for students to use on evidence-gathering and find the appropriate instructional materials in the packets contained with the Skills Kit. After they have completed the evidence-gathering exercise, have them think about the Loratta interview and whether or not it provides good evidence.

4. There are two cases that are provided next on the IGLWU and the OAU. Divide students into small groups and have them work on one of the two cases. Ask them to apply their evidence-gathering skills as they think about the cases and to answer the discussion questions which follow them. Ask students to identify one person to report to the class about their findings in the cases.

   Then lead a class discussion using the following questions as guides.

   (1) What were the interests of the members of the IGLWU in forming the union? How has the union continued to be a legitimate organization for the workers?

   The IGLWU was formed out of poor working conditions. Workers were concerned about health, safety and wages. Many of their interests were similar to those who formed the United Mine Workers union. They continued to support the union because the benefits continued to be greater. The union formed a Board of Sanitary Control and provided health and insurance benefits for people working in the industry. In the eyes of the workers, the union was legitimate because of the benefits that were given throughout the union's history.

   (2) What were the reasons for the formation of the OAU? How has the OAU continued to have legitimacy over the years?

   The reasons for the formation of the OAU were to settle workers' disputes and other international

conflicts in Africa. Members joined because they felt that they could settle disputes without violence, under the leadership of Haile Selaisse. The OAU has managed to maintain its legitimacy over the years out of respect for the wisdom and old age of the Emperor. Because of the benefits given the nations for settling disputes and the progressive economic programs, Selaisse has been able to hold the OAU together and its members have been able to support it, both because of the person and of Haile Selaisse and the policies which he promoted.

(3) What evidence is contained in these cases for the support of your conclusion of the relationship between legitimacy and maintenance?

Students should be able to see that maintenance is related directly to benefits given to the workers in the garment industry. Therefore, the legitimacy is gained because of benefits and promotes support of the union. In the OAU case, the legitimacy of Selaisse allows for the new policies and programs from which nations can derive benefits. In both cases there is evidence in the cases for the support of the conclusion that legitimacy creates the necessary support to maintain an organization.

(4) How do you think you might get more or better evidence for the support of the conclusions?

Students should be able to see that they could go to original sources on the OAU or the garment union and get better evidence to support their conclusions. They might also interview people who are involved in these organizations. At any rate, a systematic study would amplify the case material and produce better evidence about the relationship between legitimacy and maintenance.

5. You should introduce students to the Strike! game. Explain to them that the game of Strike! requires them to take a role of a miner in a strike situation in four local unions. Each student will be a member of a local union and decide whether or not to strike and how they feel about the union after it strikes. After explaining what the game is about

to students, divide them into groups of five to eight students each. Eight is the ideal number for the students. On the following page there is a chart showing the composition of each local in the game. If you need to assign less than eight students to each local, you should assign roles in the order indicated in the boxes on the diagram. Copies of role profiles are provided in Appendix D. Roles are contained in packets separate from the student materials marked Local 4401, 4402, 4403, and 4404. This will insure that each group decision will be made as predicted and maximize conflict in discussion about the issue. Therefore, if you had seven students in Local 4401, you would want to remove the role of Red Higgins. If you had six students in Local 4402, you would want to remove the role of Sarah Weaver and Red Higgins. Otherwise, it makes no difference how you assign roles to students within each of the locals. They can choose them if they desire.

If you have more than 32 students in your class, you will need to add another local, or more than one local, by using more than one set of packets for the game.

Strike! Composition of Locals

Local 4401 (Strike, won)

1.	Charlie Butcher	A
2.	Emily O'Brian	A
3.	Ellie Sue McRoberts	B
4.	Wes Carrick	A
5.	Dean Kline	C
6.	Rose Anne Kierny	A
7.	Sara Weaver	C
8.	Red Higgins	A

Local 4402 (Strike, loose)

1.	Charlie Butcher	A
2.	Emily O'Brian	A
3.	Ellie Sue McRoberts	B
4.	Wes Carrick	A
5.	Dean Kline	C
6.	Rose Anne Kierny	A
7.	Sara Weaver	C
8.	Red Higgins	A

Local 4403 (No strike, no change)

1.	Charlie Butcher	A
2.	Ellie Sue McRoberts	B
3.	Elizabeth Spinelli	B
4.	Johnny Calabrese	B
5.	Sara Weaver	C
6.	Jimmy Delgato	B
7.	Bud Cusick	B
8.	Dean Kline	C

Local 4404 (Swing group)

1.	Charlie Butcher	A
2.	Ellie Sue McRoberts	B
3.	Sara Weaver	C
4.	Wes Carrick	A
5.	Elizabeth Spinelli	B
6.	Dean Kline	C
7.	Emily O'Brian	A
8.	Johnny Calabrese	B

You will note that there is an A, B, or C attached to each role in a local. These letters will be relevant to scoring and that will be explained later.

6. As students prepare to play the game, ask them to read the background provided in their student text on pages 115-119. Then ask them to read the rules for the Strike! game, their particular role and the issue information sheet for the first union meeting. Have them think about how they might play their role in the first meeting of the local where they vote on the strike issue. Then have them fill out the opinion poll (Appendix B) which is located in their student materials. All of these procedures should take around ten to fifteen minutes of class time.

7. Discuss the opinion poll with students. Use the transparency (see copy in Appendix C) and the spaces in the first column for each question in each local to record the number of students who strongly agree and disagree with the different questions on the opinion poll. Students should get a sense of whether or not the class as a whole seems to support the union or not support the union, what benefits they get and how they see it as being legitimate or illegitimate. Save the poll results that you record on the transparency. You will use them again at the end of the game.

8. Ask students to spend 10-15 minutes in the first local meeting. Have them be familiar with the issue of job posting

which is central to that local meeting, and indicate to them that they will play the game well if they will try to serve the interests that are reflected in their role profile. The rules sheet explains exactly how to follow game play. Basically, you want students to have a local meeting and as a result of the meeting you want them to take a vote on whether or not to strike. A majority rules in the group. If the majority rules to strike, they will strike. If a majority rules not to strike, they will not strike. Have someone in the group write down the vote for or against the strike on a sheet of paper to keep a record of everyone's vote on the issue.

9. Students have reached this decision in their local meeting. You should score their decision. The scoring tables on the following page indicate the scores that should be assigned to different people, depending on the decision they have made. The first table refers to the decision to strike or not strike. People who are A's get 10 points if they vote to strike, -10 points if the group votes not to strike. Note this is based on the group decision, and not on the individual, decision. Students should use their score sheets and their students materials to record their score on this particular decision. They should take 30 points as a base and either add or subtract 10 or 5 points depending upon their position in the table. When students have recorded their score on their score sheet, you should have completed the first period of game play. If this is toward the end of the period, then

SCORING TABLES

DECISION #1: STRIKE

	YES	NO
A's	+10	-10
B's	-10	+10
C's	+ 5	- 5

STRIKE RESULTS

	WIN	LOSE	SAME
A's	+10	-10	-10
B's	+10	-10	- 5
C's	+ 5	- 5	- 5

DECISION #2: UNION DECISION-MAKING

	SAME	DIFF
+ RESULT	+10	-10
- RESULT	-10	+10

go ahead and wait until the next class period to continue the game. If not, you can go on to instructional procedure 10.

10. Give students the outcomes of their votes to strike or not strike. The outcomes are arranged by local in Appendix A to this teacher's guide. You can read the outcomes to students or you can pass them out to each group and have one person in the group read the outcomes to the members of the group. Students should think about the outcome and why it happened and talk about their feelings about the particular outcome they receive.

    You should then score the outcomes. If you look at the scoring table under Strike! results, you will see that A's, B's and C's get different scores depending upon whether they win the strike, loose the strike, or stay the same. Students should tell you what each group did and then you can assign each student a score within that group. For example, if Local 4401 won the strike, then A's would get +10, B's +10 and C's +5. Students should record these scores on their score sheets to keep a running tally of their points during the game.

11. You should now hold the second local meeting. Students should retain the same roles and read the issue information sheet for the second local meeting. They should think about how they can play their role in the local meeting and then hold

the meeting for about 15-20 minutes to decide whether or not to change the decision-making rules in their local. One person in the group should write down the decision and the votes of various members on the decision.

12. You should then score the results of the decision about decision rules. This is the second decision called "Union Decision-Making" on the scoring sheet. The scoring of this decision depends upon whether students want the rules to be the same or different, and whether or not the results of the strike were positive or negative for them. If the results of the strike were positive, then all students who had a positive result and voted for the maintenance of the same decision rules should get a +10 score. All students who had a positive result and voted for a different rule should get a -10 score. This is logical for the outcome of the strike will determine largely how the union members feel about the union.

    You should then ask students to fill out the second opinion poll in their student materials to see how they now feel about the union, based on what has happened to them during the game. Tell them to think about what has happened to them and why it has happened and then to fill out the opinion poll.

13. When students have finished the opinion poll, you should then begin to debrief them about the game. Debriefing is a key

part of any gaming situation. It is here where students begin to realize what their actions meant and how they illustrate general principles about legitimacy and maintenance. You will want to use the following questions as guides for the debriefing discussion. You will also want to have the opinion poll transparency, because you will fill it out during the debriefing session. The debriefing questions are as follows:

(1) Did you win or lose in the Strike! game? Why do you think this is the case?

Students should debate why they won or lost in the game. They win if they have 30 or more points and lose if they have less then 30 points. Basically, they should see that if they were presented their best interests, sometimes the group decision went against them. They should think about necessary skills and resources they would have to have in order to have the group make the decision in their favor.

(2) How do you feel about the union at this point? What does the opinion poll say about the class results of how you feel about the union?

You should take out the transparency on the opinion poll and ask students for what responses they marked for each of the questions. You should then compare the results between their opinions at the beginning of the game and their opinions at this point. What you should see is the people who have lost decisions generally feel less identified with the union then those that consistently won throughout the game. If this isn't the case, you might explore with the class why they didn't. Generally, the poll support the point that when interests are served by a group, they tend to want to create identification with that group necessary for maintenance.

(3) How do you think legitimacy relates to maintenance? What difference does it make whether the union is considered legitimate or not?

Students should see that they acted in the game to serve their interests. When their interests were not served by the strike decision, they then would want to change the rules for decision-making in the union. Those who were benefited by the strike decision want to keep the union the same way. Legitimacy relates to maintenance because when interests are served people want the organization to stay the same way. It makes a great deal of difference whether the union is considered legitimate, because without legitimacy there would be a group that would want to change things.

(4) State some generalizations about legitimacy and maintenance which you think apply across political groups.

There are two major generalizations that can be made here. First, legitimacy provides the support necessary for maintenance. Second, legitimacy provides a satisfaction necessary for maintenance. Students should see that there are two important outcomes of legitimacy, support and satisfaction, which contribute to political maintenance in many groups.

14. Ask students to read the cases on Mexico and the Democratic party. Break students into groups of 5-8 students apiece. Ask them to read both the Mexico and the Democratic party cases. Ask them to compare the cases in terms of the questions that are listed preceding the cases.

Then guide a discussion with the students using the questions for the cases as a base. The purpose of this discussion if for students to see whether or not their generalizations apply to other cases. Generally, they should see that the interests involved parallel those of the UMW. Legitimacy plays the role of supporting and giving satisfaction necessary for maintenance and the generalizations that they have formed do apply to all three cases.

15. Ask students to do a lesson on comparison from the Skills Kit. The comparison lessons are found in Secion I, Part E on page 81. Students should do one of these comparison lessons, depending upon their background and what you choose to be an appropriate lesson. You'll find individual student exercises in the packets attached to the Skills Kit. Students should then compare all three cases using the criteria for comparison they have learned in terms of interest, legitimacy, and generalizations that they can form. They should use the cases as a base for applying their knowledge of comparison.

Union Underground
Activity 3

Below are some questions that we would like you to answer now that you have completed this activity. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this activity?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this activity?
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, it helped me a great deal to teach this activity.
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, but it wasn't very helpful in teaching this activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand, but it still was very helpful to me in teaching the activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand and not very helpful in teaching this activity.
   - ☐ Other (specify) _____.

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this activity?
   - ☐ My class(es) completed this activity exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the activity as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the activity, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this activity? (select more than one if appropriate)
   I found that the sequencing of lessons in this activity...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this activity?

☐ This activity just took too long to get through and this inhibited student interest and learning.

☐ This activity proceeded at just the right pace to keep the students learning and interested.

☐ More time really needed to be spent on the lessons in this activity.

☐ Other (specify) _____

_____

6. Which of the following statements best reflect your feelings about the objectives specified for this activity? (check more than one if appropriate)

☐ I thought the objectives were worthwhile -- that is they were things my students should know.

The objectives were not worthwhile for my...

☐ ...high achievement students.

☐ ...average achievement students.

☐ ...low achievement students.

☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.

The objectives were not appropriate for my...

☐ ...high achievement students.

☐ ...average achievement students.

☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this activity?

☐ The reading level of the materials was suitable for all my students.

☐ The reading level of the materials was suitable for my students except for the very low ability students.

☐ The reading level of the materials was suitable for my students except for the very high ability students.

☐ The reading level of the materials was inappropriate for most of my students.

☐ Other. _____

8. Which of the following statements best describe your assessment of the audio-visual components of this activity. (If there were none, please skip to the next question.)

☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this activity.

☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this activity.

☐ The audio-visual exercises were neither interesting or helpful to the students.

☐ Other (specify) _____

_____

9. The way this activity was designed provided me with enough feedback to know whether most of my

☐ high ability students
☐ average ability students (check appropriate places)
☐ low ability students

were achieving the objectives.

What (briefly) would you identify as the strongest aspects of this activity?

What (briefly) would you identify as the weakest aspects of this activity?

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Comments:

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this activity.

Most of my high ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my average ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my low ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this activity.
- ☐ Most of my high ability students achieved the objectives.
- ☐ Most of my average ability students achieved the objectives.
- ☐ Most of my low ability students achieved the objectives.

12. Which exercise(s) -- if any -- of the Skills Kit did you choose to use during this activity?

_____

_____

13. Which statements below describe your assessment of this exercise?
- ☐ The exercise I chose challenged my students but was not too difficult for them to complete successfully.
- ☐ The exercise which I chose did not challenge my students.
- ☐ The exercise I chose was too difficult for my students to complete successfully.
- ☐ Comment _____

_____

ACTIVITY FOUR: THE CONTRACT: WHO GOVERNS?

This activity focuses on two reasons why political organizations are maintained over time. One reasons is the use of control by leaders in an organization. Control can be defined as the activity of influencing others to act according to rules or norms set by a political group. John L. Lewis, Arnold Miller and others in the union have sought to control the mine workers through various means from force through diplomacy. This activity will reflect how mechanisms of control are used to maintain the United Mine Workers of America.

A second factor which influences political maintenance is mobilization. Mobilization can be defined as a process through which people with common goals attempt to organize their activities to effect policy outcomes. In the UMWA John L. Lewis built the union by mobilizing miners who were both dissident and divided. Arnold Miller is trying a different tactic in mobilizing miners behind his new union democracy. In any case, mobilization demonstrably effects maintenance and can promote change in the United Mine Workers.

The activity focuses on two cases. One is a case of John L. Lewis and his organization of the Illinois Miners. A second is a case of Arnold Miller and the 1974 contract. Both are contract cases and both illustrate the use of control and mobilization in order to maintain a union. Students will read the cases and create their own dialogues with the leaders of the union in attempting to determine what kinds of control mechanisms they used and what kind of mobilization efforts were made behind the 1932 contract in Illinois and the 1974 contract of the union.

Students will also study comparative cases. One case centers on the Democratic party and the efforts of Gene Pokorny in Wisconsin for the McGovern campaign. A second case focuses on Mexico and Echeverria's efforts to balance different points of view among different sectors of the PRI in the Monterrey case.

This activity will be used along with the Political Issues Skills Kit. Students will learn skills of making generalizations and will take participant roles. Specifically in this activity, they will learn about facilitator roles and how facilitators operate in ongoing political groups.

Instructional Objectives

As a result of working with Activity Four, students should be able to achieve the following objectives:

1. To use the concept of control in viewing the political life of the United Mine Workers and other cases. Partial achievement of this objective can be demonstrated by students' analysis of the two cases on John L. Lewis and Arnold Miller. Final mastery of this objective can be measured by direct responses to the questions on the mastery test for this unit.

2. To use the concept of mobilization and apply it to cases in the United Mine Workers and other cases. Partial achievement of this objective can be demonstrated by student analysis of the two cases of John L. Lewis and Arnold Miller and by the dialogues they create referring to the interviews with the two men. Final mastery of this objective can be measured by correct responses to questions on the mastery test for this unit.

3. To identify ways in which control and mobilization effect political maintenance. Partial achievement of this objective can be demonstrated by students' responses to the questions following the two cases on the Democratic party and Echeverria's actions in the Monterrey case. Students will be specifically asked to form generalizations about the relationship between the control, mobilization and maintenance. Final mastery of this objective can be measured by correct responses to questions on the mastery test for this unit.

4. To formulate generalization about political life in the United Mine Workers and other cases. Partial achievement of this objective can be demonstrated by responses to the exercise in the Skills Kit on making generalizations. Final mastery of this objective can be measured by correct responses to questions on the mastery test for this unit.

5. To practice skills of taking facilitator roles in political groups. Partial achievement of this objective can be determined by students' responses to role play exercises in the Political Issues Skills Kit. Final mastery of this objective can be measured by correct responses to questions on the mastery test for this unit.

Instructional Procedures

The instructional procedures for this activity run through the Lewis and Miller cases and the creation of dialogues to an activity on generalization, then moves to the comparative cases and finally the development of facilitator role activity. The instructional procedures for the activity can be listed as follows:

1. Ask students to read the case on John L. Lewis and the organization of miners in Illinois on pages 144-147 of the student material. Have them think about the questions which follow the case and sketch responses to those questions.

2. Conduct a discussion of the Lewis case and make sure that students can see how control and mobilization operated in Lewis' presidency. Suggestions for discussion questions can be listed as follows:

   (1) What means did Lewis use in order to bring the Illinois miners into the United Mine Workers?

   Students should be able to see that Lewis used both force and laws of the union and the courts to bring miners into the United Mine Workers. Examples of all three kinds of control mechanisms should be brought up by students. Students should see that the control consists of using means to bring people into an organization or to handle those who are already in an organization. Be sure that students understand the definition and the examples

of the definition that are provided in the case.

(2) How did Lewis use the rule of the union and of the court to organize miners for the United Mine Workers in Illinois?

Lewis used the constitutional rule which allowed him to create provisional governments for the union. He also used the court case to establish the legitimacy of the United Mine Workers, as the official union for the miners. Students should see that these are two control mechanisms which Lewis used in order to establish the United Mine Workers as a strong union.

(3) What do you think Lewis' activities did to contribute to political maintenance in the United Mine Workers?

Students should see that Lewis' activities provided the force that was necessary to quash the opposition and to promote political maintenance. He also had resources that he could use to control and enforce the rules of an organization so that he could contribute to maintenance. Lewis' activities contributed to maintenance because he had the control of the mine workers. He also mobilized the mine workers behind his efforts using the rules of the union and the court to establish the legitimacy of the union.

3. Have the students read the background information on the Lewis case provided on pages 148 through 151 of the text. Then have them look at the dialogue that begins on page 151. Break the students into small groups of five to eight students each and have them develop a dialogue that is as authentic to what they think John L. Lewis would have said as possible.

4. Have students present their dialogues in class and outline major points of the case and discuss how they are examples of control and mobilization in the UMW under Lewis.

5. Have students meet in small groups that are different from the ones they used before and discuss the case on Miller

and the 1974 contract. Have them think about the discussion questions and read the explanation which follows those questions. Then have them fill in a dialogue for Miller which is similar to the one that they did for Lewis. Tell students to be prepared to talk about similarities and differences between the Miller and Lewis regimes and the contract cases.

6. Discuss with students their work on the Miller and Lewis dialogues. Have them present the dialogues that they have prepared on Miller and talk about mobilization and control. Then have them discuss similarities and differences between the two men and how they handled the contract cases. Discussion questions which might serve to guide the discussion are included below.

   (1) What were the similarities and differences in the way Lewis and Miller controlled the United Mine Workers?

   Lewis applied a strong arm to the union. Miller helped to establish union democracy. Both men sought to control the union through very, very different means. Lewis tended to use force, whereas Miller tended to use representation as a mechanism.

   (2) How did both leaders attempt to mobilize mine workers?

   Lewis attempted to mobilize workers by using the rules of the union to bring people into line and to force people to join the union. He brought many people into the union because they had no other alternative. His mobilization tactic was top-down. Miller's tactic, on the other hand is to give people a voice in the union and to bring them into the union by convincing them that they can truly govern it. The contract cases are a good example of this.

   (3) What generalizations can you form from these two cases about the relationship between control, mobilization and maintenance?

Students should be able to see that there are strong relationships between control, mobilization and maintenance. Control can be used to keep miners in line or it can be used as a way to give them power which will ally them with the union. Mobilization can contribute to the commitment of workers because they are part of the organizing movement.

7. Give students a lesson in generalization from the Skills Kit, Part D, page 65. Use one of the three exercises which you have not used previously. Have students do the exercise and relate it back to their generalizations about the Lewis and Miller cases.

8. Have students divide into small groups of 5-8 students to discuss the two comparative cases on political parties. Ask them to answer the discussion questions that accompany the case and to use their knowledge of generalizations in order to answer the questions.

9. Discuss with students the two cases on political parties in the United States and Mexico. Use the following discussion questions as guides.

   (1) How was control exercised in the Democratic party? In the Mexico case?

   In the Democratic party control was exercised by people sharing a common goal. They wanted to elect McGovern. Their common goal brought them together and allowed for Pokorny to unite them in the effort to elect McGovern. Also George McGovern made a point to come to the state and talk with the workers in his campaign. McGovern's presence could be used as a symbol of the unity of the group and to push them forward to work harder in the election campaign. In the Mexico case, Echeverria controlled the various factions by ousting governors and people who were against him and by pitting the industrialists and the

right wing of the PRI against the liberal university students. In this way he could come out a winner.

(2) How was mobilization carried out in these cases?

In the democratic party case, Pokorny was a good organizer. He brought the Wisconsin campaign into 72 counties, used housewives as volunteers and established 39 neighborhood centers to promote the campaign. He also had direct mailings. All of these activities promoted the mobilization of the electorate. In the Mexico case, Echeverria brought students into the PRI by accepting their liberal policies and freeing those teachers and students who were jailed during the demonstrations. In both cases Pokorny and Echeverria were successful in their mobilization efforts.

(3) What are major similarities and differences in these two cases and the UMWA?

The UMWA case is similar in control to the Mexico case. In both cases force was used to oust opposition. The Wisconsin case is much more like Miller's case in the UMWA. Common goals and participation tactics were used in order to control and mobilize electorates and members of the party.

(4) What are some generalizations you can draw from all of these cases about the effects of control and mobilization on political maintenance?

Students should be able to list some of the following generalizations: 1) control contributes to the force necessary to curtail opposition and promotes political maintenance; 2) control contributes the resources necessary to enforce the rules of an organization and contributes to maintenance; 3) when control involves others in making decisions and these decisions support the previous decision structure, then political maintenance is promoted; 4) when control is used to give real decision power and participation to members of the political group, then political change may occur; 5) mobilization contributes to maintenance by giving structure to a group which allows people to follow procedures in authority relationships which are set by that group; 6) when mobilization involves the membership in setting rules which are like those of the old system, then maintenance is promoted; and 7) when mobilization contributes to the rise of new groups with different ideas and organization, then political change is promoted.

10. Students should now be prepared to act as participants in a variety of participant roles. The role they will learn in this lesson is that of facilitator. Use the exercise in the Skills Kit that begins on page 173 of Part A in Section III, and specifically pages 207-214. Have students act out facilitator roles in class and practice these roles.

11. Ask students to apply their facilitator roles in groups outside the school. Use Part B of the Skills Kit that is found on page 223 to carry out this activity.

When you have completed this activity, please fill out the teacher evaluation form which is enclosed in the pages that follow in this teacher's guide.

Union Underground
Activity 4

Below are some questions that we would like you to answer now that you have completed this activity. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this activity?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this activity?
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, it helped me a great deal to teach this activity.
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, but it wasn't very helpful in teaching this activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand, but it still was very helpful to me in teaching the activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand and not very helpful in teaching this activity.
   - ☐ Other (specify) _____.

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this activity?
   - ☐ My class(es) completed this activity exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the activity as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the activity, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this activity? (select more than one if appropriate)

   I found that the sequencing of lessons in this activity...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this activity?

☐ This activity just took too long to get through and this inhibited student interest and learning.

☐ This activity proceeded at just the right pace to keep the students learning and interested.

☐ More time really needed to be spent on the lessons in this activity.

☐ Other (specify) _____

_____

6. Which of the following statements best reflect your feelings about the objectives specified for this activity? (check more than one if appropriate)

☐ I thought the objectives were worthwhile -- that is they were things my students should know.

The objectives were not worthwhile for my...

☐ ...high achievement students.

☐ ...average achievement students.

☐ ...low achievement students.

☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.

The objectives were not appropriate for my...

☐ ...high achievement students.

☐ ...average achievement students.

☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this activity?

☐ The reading level of the materials was suitable for all my students.

☐ The reading level of the materials was suitable for my students except for the very low ability students.

☐ The reading level of the materials was suitable for my students except for the very high ability students.

☐ The reading level of the materials was inappropriate for most of my students.

☐ Other. _____

8. Which of the following statements best describe your assessment of the audio-visual components of this activity. (If there were none, please skip to the next question.)

☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this activity.

☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this activity.

☐ The audio-visual exercises were neither interesting or helpful to the students.

☐ Other (specify) _____

_____

9. The way this activity was designed provided me with enough feedback to know whether most of my

☐ high ability students
☐ average ability students (check appropriate places)
☐ low ability students

were achieving the objectives.

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this activity.

Most of my high ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my average ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my low ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this activity.
- ☐ Most of my high ability students achieved the objectives.
- ☐ Most of my average ability students achieved the objectives.
- ☐ Most of my low ability students achieved the objectives.

12. Which exercise(s) -- if any -- of the Skills Kit did you choose to use during this activity?

_____

_____

13. Which statements below describe your assessment of this exercise?
- ☐ The exercise I chose challenged my students but was not too difficult for them to complete successfully.
- ☐ The exercise which I chose did not challenge my students.
- ☐ The exercise I chose was too difficult for my students to complete successfully.
- ☐ Comment _____

_____

What (briefly) would you identify as the strongest aspects of this activity?

What (briefly) would you identify as the weakest aspects of this activity?

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Comments:

ACTIVITY FIVE: THE UNION AND THE GOVERNMENT: THE 1972 ELECTION

This activity focuses on the idea of interdependence and how it relates to political maintenance. Interdependence occurs when groups must interact with other groups in order to get things done. In the case of the UMWA, interdependence with the government and the courts is clearest in the 1972 election where the government stepped in and supervised an election between candidates Arnold Miller and Tony Boyle. Students will read a case on the 1972 election, identify the actors in that case, and then develop and analyze a diagram on interdependence in order to illustrate what interdependence is and how it relates to political maintenance.

The unit then moves on to four cases of interdependence in the International Ladies Garment Workers' Union, the Organization for African Unity, the Democratic party, and Mexico. Students analyze the cases and draw hypotheses about the relationship between interdependence and maintenance. They test these hypotheses with data from the cases.

Students then move to a study in alternative futures. They study the 1975 strike over the right of miners to strike and the grievance procedure and think about what the strike implies for the future of the UMWA. They will undertake Skills Kit activities which will ask them to speculate about alternative futures in the UMW and apply their skills to determining what the future of the union will be.

The Skills Kit should be used in relationship with this activity. Students will learn bargaining skills important in unions and other types of political groups. They will then apply these bargaining skills to group activities in school or community settings. They will also learn about hypothesis testing and improve their skills at generating hypotheses and bringing data to bear on those hypotheses. They will also have the opportunity to demonstrate moral reasoning skills.

Instructional Objectives

As a result of working with Activity One, students should be able to achieve the following objectives:

1. To identify and apply the concept of interdependence to the United Mine Workers and other cases. Partial achievement of this objective can be demonstrated by analysis of the 1972 election case and the actors in that case. Students will develop a diagram which demonstrates interdependence relationships between major actors in the election case. Final mastery of this objective can be measured by correct responses to questions on the Mastery Test for this unit.

2. To identify relationships between interdependence and political maintenance. Students will analyze four cases of interdependence and compare these cases and the UMW case in terms of the effects of interdependence and maintenance. Partial achievement of this objective can be demonstrated by students' responses to questions about the alternative cases. Final mastery of this objective can be measured by correct responses to questions on the Mastery Test for this unit.

3. To analyze alternative futures by making projections about the future of the United Mine Workers. Students will analyze the 1975 strike, and combined with the Skills Kit activities, they will generate alternative possible futures for the United Mine Workers. Partial achievement of this objective can be demonstrated by responses to the Skills Kit exercises on alternative futures. Final mastery of this objective can be measured by correct responses to questions on the Mastery Test for this unit.

4. To demonstrate hypothesis testing skills in response to exercises in the Skills Kit and the analysis of alternative cases. Partial achievement of this objective can be demonstrated by students responses to the analysis of alternative cases and the exercise in the Skills Kit. Final mastery of this objective can be measured by correct responses to questions on the Mastery Test for this unit.

5. To demonstrate skills in bargaining in political groups. Partial achievement of this objective can be demonstrated by students' role play in class-simulated activities. Students will undertake a Skills Kit exercise in role play behavior in bargaining situations. Final mastery of this objective can be measured by correct responses to questions on the Mastery Test for this unit.

6. To demonstrate skills in moral reasoning by identifying a sequence of steps necessary to the consideration of ethical issues. Students will complete a moral reasoning exercise in the Skills Kit. Partial achievement of this objective can be demonstrated by student responses to the exercise in the Skills Kit. Final mastery of this objective can be measured by correct responses to questions on the Mastery Test for this unit.

Instructional Procedures

The instructional procedures for this unit run from a case study of the 1972 election through four alternative cases, and an alternative futures lesson. The instructional procedures for each of these activities can be listed below.

1. Have students read the case about the 1972 election and the victory of Arnold Miller on page 173 through 178 of the student materials. Divide them into small groups of five to eight students and have them read the case, descriptions of the actors which follow the case and do a diagram of the interdependence relationships that are reflected in the case. Students should be prepared to present their diagram and their responses to questions at the end of the diagram after they have met with their small groups.

2. Discuss the diagrams and the questions which follow the diagram with the class as a whole. Have each small group report its findings about interdependence and then have the class respond to questions. Suggested questions for conducting the discussion can be listed as follows:

(1) What interdependence relationships are demonstrated in the diagram which the group developed?

Students should be able to demonstrate interdependence relationships in the diagrams they have developed. You should go through each group and have students report their findings. Clearly, the relationship between Miller, Trbovich, Patrick and the District Court was the court's decision to nullify the 1969 election. This set up the basis for the 1972 election. The court also allowed for Miller to have observers at the polls and for the Labor Department to supervise the election. All of this worked to Miller's advantage. The interdependence relationship between the District Court and the Miners for Democracy was that the court decision gave impetus for the Miners for Democracy to think that they could win the election. The mobilization of that particular group was enhanced by the court decision. In addition, the Miners for Democracy depended on the court for their own legitimacy because of the court's decision regarding Boyle's guilt in the Yablonski affair. The interdependence relationship between Miller, Trbovich, Patrick and the miners was that they depended upon the miners for their election. They needed the votes. They also depended on the miners to form the core of the new union democracy they wanted to form. The relationship between the miners generally and the Miners for Democracy was a split one. Some of the miners were for Boyle and put barriers in front of the group. Others of the miners supported the Miners for Democracy. Therefore, there were costs and benefits in the interdependence relationship between the Miners for Democracy and the general membership in the union.

(2) What impact did the interdependence of these groups have on the maintenance of the union?

The interdependence of these groups promoted maintenance and change. The actions of the District Court enabled a genuine election to be held. It also might be said to have provided a basis for changing the union. Whether or not the union will indeed change is a major question in the future of the UMW. In this case, the District Court provided the impetus for the union to be able to conduct elections and to maintain the political structure which it always had. It also allowed a set of rules to be set under which miners of varying opinions and positions could register their opinions within the union.

(3) What generalizations can you form about the relationship between interdependence and political maintenance?

Two generalizations might be formed at this point. There could be many others. One generalization is that when an outside group establishes rules for the conduct of the behavior of a political group and that conduct is along the same lines as it ordinarily has been, then maintenance is promoted. Another generalization is that when a group enforces a rule which allows new people to come into positions of power in a political group, then maintenance or change could be promoted.

3. Have students break into small groups and read the four cases which are presented in the unit. Each small group can take a single case, as long as the four cases are covered. Students should answer the questions at the end of the cases on page 200 in the student materials.

4. Discuss with students the four cases on interdependence and its relationship to maintenance. Use the following discussion questions as guides for the class discussion.

(1) Which individuals or groups are major actors in these cases?

Students should be able to see that in the IGLWU case the AFL-CIO is a major actor with which the IGLWU gets its interdependence. AFL-CIO is a general umbrella

labor organization which takes positions on issues, such as wages, and they can give strength and backing for the IGLWU. In the OAU case, Somalia and Ethiopia are directly interdependent with the OAU in the settlement of the dispute over Somalian citizens. In the Democratic party case, the Democratic party is directly related to the AFL-CIO and its political education committee called COPE. The AFL-CIO had an impact on the McGovern campaign and is closely allied with the Democratic party. In the Mexico case, the relationships between Mexico and the United States, and specifically between Baja California and Arizona, are interdependent relationships over the issue of salt in the Colorado River. Crops have been ruined in Mexico and people in Arizona will need to pay a price to keep the Colorado River water usable.

(2) In what ways are the major actors interdependent?

The AFL-CIO and the IGLWU are interdependent over the issue of wages and other basic issues because the AFL-CIO gives such strong backing for other labor unions. The OAU, Ethiopia and Somalia are interdependent because the OAU is attempting to settle the dispute over Somalian citizenship. The Democratic party and the AFL-CIO are interdependent because of the impact that the AFL-CIO can have on elections and the number of voters that it can produce for any presidential candidate. Citizens in Baja California and Arizona are interdependent as well as the governments of Mexico and the United States, because of the mutual need for the use of the Colorado River and the attempt to settle the dispute over salt in the water.

(3) How does interdependence seem to affect political maintenance in these cases?

In each of these cases, interdependence affects political maintenance by the outside organization giving support necessary for the original organization to maintain itself. For example, the AFL-CIO gives the support necessary for the IGLWU to maintain itself over time. It provides the same type of support for the Democratic party and Democratic party candidates. In this way interdependence may seem to promote the support and often the legal rules necessary in order to enhance political maintenance.

(4) What generalizations can you draw from the UMWA case and these cases about the relationship between interdependence and political maintenance?

In each of these cases interdependence provides the numerical, legal, and often monetary support necessary for an organization to be maintained over time. In this way interdependence forms a fundamental web of relationships necessary for the maintenance of a political group.

(5) What hypotheses can you make based on these cases?

Students should speculate at this point about types of hypotheses they might be able to make and tests given the data that are contained in the cases. For example, a student might formulate a hypothesis such as the greater the increase of interdependence between two political organizations, the more likely maintenance is to occur. Another student might qualify the hypothesis saying that the greater the interdependence between two organizations and the re-enforcement of rules and regulations which are like those of the original political organization, the more maintenance is likely to occur.

5. You should now do a hypothesis testing exercise to further student's skills in this fundamental analytical skill area. The hypothesis testing exercises are listed in Section I, Part B of the Skills Kit, page 24. Use the hypothesis formation exercise which is a level above the one you have used previously in this course. When students have completed the hypothesis testing exercise, have them think again about the comparative cases and formulate hypotheses and determine how they might be tested, given the information in the cases.

6. Have students read the case on the August 11, 1975 strike. Have them divide into small groups and answer the discussion questions on page 203 of the student materials. Then, before you discuss these questions have students do an alternative futures exercise in the Skills Kit. The alternative futures

exercises are located in Section I, Part F of the Skills Kit beginning on page 104.

7. Have students apply their skills and alternative futures to the case that they have read about the UMW and the strike. Have them read the news article which is attached to the case and then think about alternative futures for the union and map out their conclusions as to which is the most likely future. Students should be able to revise their responses to the discussion questions based on the alternative futures skill exercise.

8. Discuss with students the alternative futures exercise and the newspaper article, using the following discussion questions as guides.

   (1) What do the trends seem to be in the United Mine Workers as far as its political organization?

   Students should be able to speculate about trends in the political organization of the United Mine Workers. It began as an elite organization. It has always been one until the election of Arnold Miller. It is unclear from this case and others whether or not Miller can truly change the union into a more participant form.

   (2) What do you think are alternative futures which the Mine Workers might take?

   Students should be able to speculate about a variety of alternative futures, including elite, bureaucratic, coalitional and participant system types. They should be able to determine reasons for why the UMW might take each of these alternative futures. They might come up with some unique alternative futures of their own. This is just fine and should be encouraged in the class discussion.

(3) What do you think is the most likely future for the UMWA? Why do you take this position?

Students should be able to determine which of the alternative futures that are possible for the UMWA and the most likely and why. Many students may choose an elite form. This can be supported because of the general trends over the history of the union. Other students might choose a more participant form. This can be supported by Miller's efforts to democratize the union. In any case, students should give specific examples and reasons for why they think one alternative is more likely than another.

(4) If you were a miner in West Virginia would you strike over the issue of the delay of the grievance process?

This is a lead into the moral reasoning lesson which you will do next. Have students speculate about the conditions for the strike and whether or not they might participate in this strike if they had been miners in Charleston, West Virginia.

9. Now turn to the moral reasoning section of the Skills Kit and follow the procedures that are suggested there. The section of the Skills Kit on Union Underground is Part C of Section II which begins on page 153. One useful moral reasoning case at this particular place is the case relating to strikes. If you have already used this particular case, choose any of the other two and carefully go through the process that is indicated there for moral reasoning.

10. Now begin a bargaining skill exercise in the Skills Kit. Students need to learn bargaining skills to operate in any political group. They have seen multiple examples of bargaining skills in this unit. They will now look through a skill exercise which will give them experience in actually

operating in a variety of bargaining situations. The bargaining exercises are contained in Part C of Section III of the Skills Kit on page 231.

11. Students should complete the bargaining skill exercise and then seek ways to apply that bargaining skill to a variety of political situations in their school and their community. Part D of Section III of the Skills Kit on page 341 indicates how to carry out an application exercise for this particular skill.

When you have completed the instructional procedures for this activity, you will have finished the United Mine Workers unit. You should give a Mastery Test to students over the unit material. When the Mastery Tests have been collected, you should send them back to us as quickly as possible. Also, please fill out the evaluation form which is contained on the following pages of this guide.

Union Underground
Activity 5

Below are some questions that we would like you to answer now that you have completed this activity. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this activity?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this activity?
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, it helped me a great deal to teach this activity.
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, but it wasn't very helpful in teaching this activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand, but it still was very helpful to me in teaching the activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand and not very helpful in teaching this activity.
   - ☐ Other (specify) _____

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this activity?
   - ☐ My class(es) completed this activity exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the activity as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the activity, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this activity? (select more than one if appropriate)

   I found that the sequencing of lessons in this activity...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this activity?

☐ This activity just took too long to get through and this inhibited student interest and learning.

☐ This activity proceeded at just the right pace to keep the students learning and interested.

☐ More time really needed to be spent on the lessons in this activity.

☐ Other (specify) _____

_____

6. Which of the following statements best reflect your feelings about the objectives specified for this activity? (check more than one if appropriate)

☐ I thought the objectives were worthwhile -- that is they were things my students should know.

The objectives were not worthwhile for my...

☐ ...high achievement students.

☐ ...average achievement students.

☐ ...low achievement students.

☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.

The objectives were not appropriate for my...

☐ ...high achievement students.

☐ ...average achievement students.

☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this activity?

☐ The reading level of the materials was suitable for all my students.

☐ The reading level of the materials was suitable for my students except for the very low ability students.

☐ The reading level of the materials was suitable for my students except for the very high ability students.

☐ The reading level of the materials was inappropriate for most of my students.

☐ Other. _____

8. Which of the following statements best describe your assessment of the audio-visual components of this activity. (If there were none, please skip to the next question.)

☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this activity.

☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this activity.

☐ The audio-visual exercises were neither interesting or helpful to the students.

☐ Other (specify) _____

_____

9. The way this activity was designed provided me with enough feedback to know whether most of my

☐ high ability students
☐ average ability students (check appropriate places)
☐ low ability students

were achieving the objectives.

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this activity.

Most of my high ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my average ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my low ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this activity.
- ☐ Most of my high ability students achieved the objectives.
- ☐ Most of my average ability students achieved the objectives.
- ☐ Most of my low ability students achieved the objectives.

12. Which exercise(s) -- if any -- of the Skills Kit did you choose to use during this activity?

_____

_____

13. Which statements below describe your assessment of this exercise?
- ☐ The exercise I chose challenged my students but was not too difficult for them to complete successfully.
- ☐ The exercise which I chose did not challenge my students.
- ☐ The exercise I chose was too difficult for my students to complete successfully.
- ☐ Comment _____

_____

What (briefly) would you identify as the strongest aspects of chis activity?

What (briefly) would you identify as the weakest aspects of this activity?

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Comments:

Appendix A

Results Sheet:
Local 4401

The strike was long and bitter, but the union won! The company agreed to the demand for a mine committee to help select the people to fill all new job openings. Not only did you win on the job posting issue, but your local gained other benefits by conducting a successful strike. The union gained increased support and loyality because the members once again saw the benefits of belonging to it. The battle with the management of Loadstone increased solidarity among the members. Local union leaders increased their influence with management because they lead a successful walkout.

How did the strike affect you personally?

Results Sheet:
Local 4402

The strike was long and bitter, and the union lost! The company refused to let a mine committee help select a person to fill new job openings. Instead, the Loadstone management went to court. A federal judge ruled that the strike was illegal and ordered your local back to work. The members refused to obey the order at first, but they returned to work when the judge fined your local five thousand dollars for each day the strike continued. The company is investigating the strike right now. If they can prove who organized the walkout, the company can fire those people.

Your union lost on more than the issue. Some miners are complaining that union membership does them no good. Many members are still arguing about whether there ever should have been a strike. Local union leaders lost influence with management because the lead an unsuccessful walkout.

How did the strike affect you personally? Think about how this experience affected your feelings about the union.

Results Sheet:
Local 4403

Nothing has changed for your local. Some miners still grumble that the management of Loadstone is abusing the job posting procedure. They are bitter because the union did not strike. Other miners are pleased that the union did not strike. This group felt that they would loose more than they would gain by a strike.

Results Sheet:
Local 4404

The strike was long and bitter, and the union lost! The company refused to let a mine committee help select a person to fill new job openings. Instead, the Loadstone management went to court. A federal judge ruled that the strike was illegal and ordered your local back to work. The members refused to obey the order at first, but they returned to work when the judge fined your local five thousand dollars for each day the strike continued. The company is investigating the strike right now. If they can prove who organized the walkout, the company can fire those people.

Your union lost on more than the issue. Some miners are complaining that union membership does them no good. Many members are still arguing about whether there ever should have been a strike. Local union leaders lost influence with management because the lead an unsuccessful walkout.

How did the strike affect you personally?

Results Sheet:
Local 4404

Nothing has changed for your local. Some miners still grumble that the management of Loadstone is abusing the job posting procedure. They are bitter because the union did not strike. Other miners are pleased that the union did not strike. This group felt that they would loose more than they would gain by a strike.

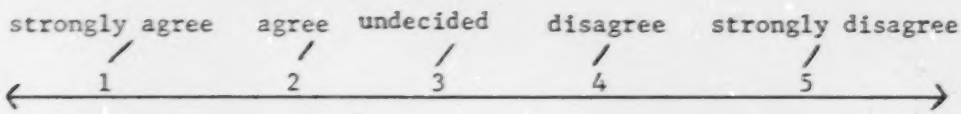
How did the decision affect you personally?

Appendix B

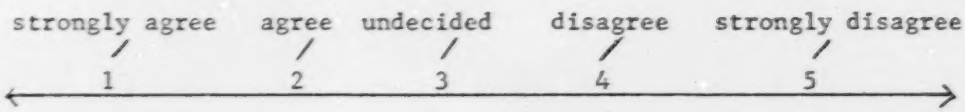
Opinion Poll:
Feelings about the Union

Directions: Listed below are five statements about the union. These statements are opinions that you may either agree of disagree with. Please assume that you are a coal miner and indicate your opinion about the union by circling one number on the scale below each sentence.

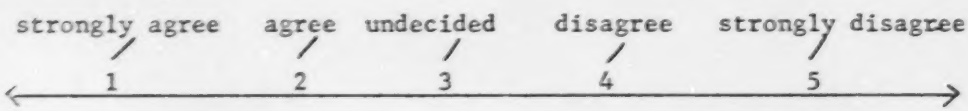
1. I believe the union is the legitimate representative of my interests.



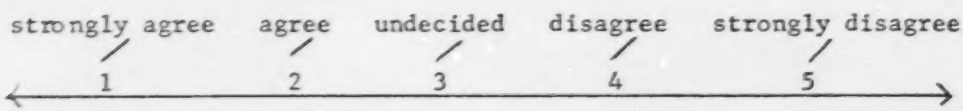
2. I benefit from union membership.



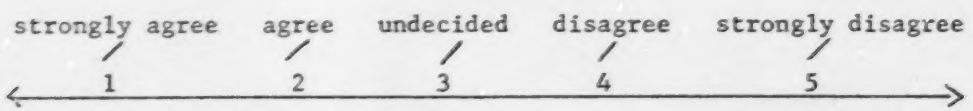
3. I personally feel a sense of loyality to the union.



4. I think the union promotes solidarity among all miners.



5. I believe the union is an effective organization to mobilize the interests of miners.



Appendix C

OPINION POLL: FEELINGS ABOUT THE UNION

Local 4401

Favorable (1 & 2)	Undecided (3)	Unfavorable (4 & 5)

Question Number
1
2
3
4
5

Local 4402

Favorable (1 & 2)	Undecided (3)	Unfavorable (4 & 5)

Local 4403

Favorable (1 & 2)	Undecided (3)	Unfavorable (4 & 5)

Question Number
1
2
3
4
5

Local 4404

Favorable (1 & 2)	Undecided (3)	Unfavorable (4 & 5)

Appendix D

Directions

You are to play the role of Sara Weaver in this activity. Your situation is described in the role profile for Sara Weaver. Base your decisions and actions in the role play on that information. When you have read the role profile, read the issue information sheet. The sheet describes an issue that your union must resolve. Your goal is to get the group to make a decision favorable to the interests of the person described in your role profile.

Role Profile:
Sara Weaver

You've worked at Loadstone No. 3 mine for almost five months. You applied as soon as you heard that Loadstone was hiring women. You went to work in the mines out of necessity. You have to support your husband and one child. You husband was totally disabled in an automobile accident that nearly killed him. It took several difficult operations to save him, operations that wiped out your savings account and left you deep in debt. You husband still requires expensive physical therapy three times a week. Although he gets a social security check from the government, that doesn't begin to pay the bills. It's your check that keeps the family alive, and you can't afford a long strike.

Yet, you support the union one hundred percent. It's helped you many times. The Loadstone Company only hired women because a federal law required them to be an equal opportunity employer. Loadstone refused to provide a seperate bath house for women until the union forced them to build one. One foreman diliberately assigned the dirtiest jobs to women until a union representative demanded equal treatment for all miners, including women. Now the union needs your support to conduct a strike. You're uncertain about what you should do in this situation.

Directions

You are to play the role of Red Higgins in this activity. Your situation is described in the role profile for Red Higgins. Base your decisions and actions in the role play on that information. When you have read the role profile, read the issue information sheet. The sheet describes an issue that your union must resolve. Your goal is to get the group to make a decision favorable to the interests of the person described in your role profile.

Role Profile:
Red Higgins

You are nineteen years old and have worked at Loadstone No. 3 mine since you graduated from high school. You live at home with your parents and have no debts other than a monthly payment on your new Pontiac Firebird.

You've never been involved in a strike before, but the thought of walking out is exciting. Some miners have been telling stories in the bath house about strikes they participated in. If the union strikes, it would almost be like an extra vacation. You're looking forward to a walkout. Besides, you've also heard stories in the bath house about what happens to guys who cross the union.

Directions

You are to play the role of Rose Anne Kierny in this activity. Your situation is described in the role profile for Rose Anne Kierny. Base your decisions and actions in the role play on that information. When you have read the role profile, read the issue information sheet. The sheet describes an issue that your union must resolve. Your goal is to get the group to make a decision favorable to the interests of the person described in your role profile.

Role Profile:
Rose Anne Kierny

You've worked at Loadstone No. 3 mine for six months. You are the first woman ever hired to work underground at No. 3. At first, it was tough to be the only woman working in a crew of fifty men on the hoot owl shift. The men kidded you a lot, and sometimes they hurt your feelings. But you worked hard and pulled your weight on the roughest jobs without complaining. The men have finally begun to accept you and the other women the company hired recently. It's a good feeling.

You are divorced and have no debts. You've been saving money for a new car, but if you had to, you could use that money to live on during a strike.

Directions

You are to play the role of Emily O'Brian in this activity. Your situation is described in the role profile for Emily O'Brian. Base your decisions and actions in the role play on that information. When you have read the role profile, read the issue information sheet. The sheet describes an issue that your union must resolve. Your goal is to get the group to make a decision favorable to the interests of the person described in your role profile.

Role Profile:
Emily O'Brian

You've worked at Loadstone No. 3 mine for nearly five months. You were one of the first women hired by the company. The Loadstone management only hired women because a federal law required them to be an equal opportunity employer. Mananagement tried to give you and the other women at the mine a hard time, but the union stopped them. Loadstone refused to provide a seperate bath house for women until the union forced them to build one. One foreman deliberately assigned the dirtiest jobs to women until a union representative demanded equal treatment for all miners, including women. The UMW Journal published several articles urging miners to welcome women into the rank and file. You're a UMW miner all the way, and now the union needs your support in order to conduct a strike.

You can afford to loose wages during a strike. Your husband works in a cemical plant and the two of you will have his check to fall back on. Besides, you have a savings account with several thousand dollars in it. You planned to spend that money as a down payment on a house, but you can always postpone buying a house if you need to. It's time to show Loadstone some union muscle.

Directions

You are to play the role of Wes Carrick in this activity. Your situation is described in the role profile for Wes Carrick. Base your decisions and actions in the role play on that information. When you have read the role profile, read the issue information sheet. The sheet describes an issue that your union must resolve. Your goal is to get the group to make a decision favorable to the interests of the person described in your role profile.

Role Profile:
Wes Carrick

You've worked at Loadstone No. 3 mine for sixteen years. During that time, you've developed a reputation among the other miners as the kind of guy who doesn't take anything from the company. You know your rights, and you'll stand up for them anytime. Your father and grandfather both worked underground, and they've told you how badly the companies used to treat the miners. In your own lifetime, the union battled Loadstone every inch of the way to improve safety conditions in the mines. As far as you're concerned, if the union gives in to management just once, the company will try to run all over miners. You're especially concerned that hard-won safety improvements will go down the drain if the company thinks the union is too weak to strike.

You can afford a strike - even a long one. Your wife works full time, and she makes enough money to pay the bills. You have only one child at home. Other than the monthly car payment, you have no major debts.

Directions

You are to play the role of Charlie Butcher in this activity. Your situation is described in the role profile for Charlie Butcher. Base your decisions and actions in the role play on that information. When you have read the role profile, read the issue information sheet. The sheet describes an issue that your union must resolve. Your goal is to get the group to make a decision favorable to the interests of the person described in your role profile.

Role Profile:
Charlie Butcher

You've worked at Loadstone No. 3 mine for four years. Shortly after you started there, many miners saw you as their spokesman. You know the contract and the rights it gives to miners. You are quick with words and can battle any foreman or mine superintendent. Two years ago, you were elected president of the local union. You like union politics. You're good at it, and you want to use your skills to help miners. You plan to run for a sub-district office in the next election. If you win, maybe you'll run for district president after that. If you lead a successful strike in your local, miners in other locals will hear about it, and your chances of winning the election for sub-district office.

You have a more immediate reason for wanting to lead a successful strike: safety! Ever since you've been a local leader, you have fought to improve safety conditions in the mine. At first, Loadstone was uncooperative about following safety standards, but lately they've begun to comply with safety regulation. You're convinced that only the power of the union put Loadstone in line. You're especially concerned that hard-won safety improvements will go down the drain if the company thinks the union is too weak to strike.

Since your wife works and you have no children, you can afford to go out on a strike. You'll just have to tighten your belt a little.

Directions

You are to play the role of Bud Cusick in this activity. Your situation is described in the role profile for Bud Cusick. Base your decisions and actions in the role play on that information. When you have read the role profile, read the issue information sheet. The sheet describes an issue that your union must resolve. Your goal is to get the group to make a decision favorable to the interests of the person described in your role profile.

Role Profile:
Bud Cusick

You've only worked at Loadstone No. 3 mine for sixty days, and so you still wear a red hat, the sign of a new employee. Before Loadstone, you worked in a gas station. It was a good enough job for a single man, but, after you married, you found that you didn't make enough money to give your wife the things you wanted her to have. Around your part of the country, the only place to make high wages is in the mines; no other job pays nearly as much money. You like work in the mines. The foreman has told you twice that your doing a good job, but he has also worned you several times to keep your nose clean, the way he tells all the red hats. Your standard of living has already improved in the short time you've been at Loadstone. You and your wife, who does not work because she is six months pregnant, are saving money for the arrival of a baby. Your future looks bright, as long as you keep your job.

You're concerned about the proposed strike. You've heard a company can sock it to a red hat who gets involved in strikes. There's been rumors that Loadstone is out to fire any trouble makers. You could lose your job in a deal like this. According to the grapevine, once you've been fired by one company, none of the others will give you a job. At least that's what a lot of the old timers at the mine say.

Directions:

You are to play the role of Jimmy Delgato in this activity. Your situation is described in the role profile for Jimmy Delgato. Base your decisions and actions in the role play on that information. When you have read the role profile, read the issue information sheet. The sheet describes an issue that your union must resolve. Your goal is to get the group to make a decision favorable to the interests of the person described in your role profile.

Role Profile:
Jimmy Delgato

You've worked at Loadstone No. 3 mine for fifteen years. You have several close buddies who work at the mine; guys who've been there a long time too. You've never been very active in the organization, but you consider yourself a good union man. Lately, you and your close buddies have begun to resent the younger people in the union. They seem to be taking over. The young miners got together and elected a young, hot head named Charlie Butcher to the presidency of the union.

Strike! Strike! Strike! That's all they talk about. They want to walkout over every little issue. Last year, you lost almost four thousand dollars in wages because the local went out so often. All because of the hot heads. You think it's about time the union stopped striking at the drop of a hat, and instead settled disputes by following the grievance procedure spelled out in the contract. That way the union can correct any abuses and you don't lose your income.

Directions

You are to play the role of Johnny Calabrese in this activity. Your situation is described in the role profile for Johnny Calabrese. Base your decisions and actions in the role play on that information. When you have read the role profile, read the issue information sheet. The sheet describes an issue that your union must resolve. Your goal is to get the group to make a decision favorable to the interests of the person described in your role profile.

Role Profile:
Johnny Calabrese

You've worked at Loadstone No. 3 mine for forty-six years. You are 64 years old and due to retire in six months. Social security together with your miners' pension will provide you and your missus with enough money to live on. But you'd never survive on social security alone. You need the pension too.

The talk about a strike has you worried. There's been a lot of work stoppages at the mine in recent years, ever since all those young hot heads elected Charlie Butcher as president of the local union. It seems like they want to walkout over any little issue. You came up pick and shovel style. It was really rough in the mines then. As far as you're concerned, these young miners don't know how good they've got it now.

According to talk in the bath house, the management at Loadstone is determined to halt the work stoppages at the mine. The rumor is that they're going to fire anybody who organizes an illegal strike. If you lost your job now, it might knock you out of your pension. It might be a mistake to get messed up in a strike right now.

Directions:

You are to play the role of Elizabeth Spinelli in this activity. Your situation is described in the role profile for Elizabeth Spinelli. Base your decisions and actions in the role play on that information. When you have read the role profile, read the issue information sheet. The sheet describes an issue that your union must resolve. Your goal is to get the group to make a decision favorable to the interests of the person described in your role profile.

Role Profile:
Elizabeth Spinelli

You've worked at Loadstone No. 3 mine for eight weeks and plan to quit after four more weeks. You study mining technology at West Virginia University and hope to get a job with a major coal company after you graduate next year. You've worked your way through college because your parents can't afford to pay your way. You are totally dependent upon the money you earn during the summer to pay for your education, but the mines pay high wages. If you work a full twelve weeks, you'll earn just enough money to scrape through your last year of school. If there is a strike, however, you will loose so much money that you'll not be able to return to college. It'll be just like your friends back home predicted when they said that a girl would never get a degree in mining technology.

Directions:

You are to play the role of Ellie Sue McRoberts in this activity. Your situation is described in the role profile for Ellie Sue McRoberts. Base your decisions and actions in the role play on that information. When you have read the role profile, read the issue information sheet. The sheet describes an issue that your union must resolve. Your goal is to get the group to make a decision favorable to the interests of the person described in your role profile.

Role Profile:
Ellie Sue McRoberts

You've only worked at Loadstone No. 3 mine for two months. Before that time, you were a waitress in a small restaurant, making $1.50 an hour plus tips. On a good day you made $25.00, but now, as a miner, you earn $48.00 a day.

Despite the pay increase, you're still walking a financial tight rope. At age 34, you are the mother of eight children between seven and 16 years of age. All of them, including one married, pregnant daughter, live with you, and since your husband's death 18 months ago, they depend totally on you for their livelihood.

You went to work in the mines out of necessity. Your husband died and left you with no insurance and a great deal of debt. The creditors hounded you as you fell deeper into debt. There was no way to survive on a waitress' salary, and so you applied for work at Loadstone.

Now you can pay bills on time and still have some extra money to pay on the debts. You still owe $4,000, but you can see the day when you'll pay it off. For the first time in a long while, you're beginning to believe that you can give your children some of the things you never had in your life. But you're dreams for the future depend on a steady pay check. A strike could shatter your hopes and knock you deeper into dept.

You think a strike is a bad idea.

Directions:

You are to play the role of Dean Kline in this activity. Your situation is described in the role profile for Dean Kine. Base your decisions and actions in the role play on that information. When you have read the role profile, read the issue information sheet. The sheet describes an issue that your union must resolve. Your goal is to get the group to make a decision favorable to the interests of the person described in your role profile.

Role Profile:
Dean Kline

You've worked at Loadstone No. 3 mine for twelve years. During that time, you've developed a reputation among the other miners as the kind of guy who doesn't take anything from the company. You know your rights, and you'll stand up for them against any foreman or mine superintendent. Your father and grandfather both worked underground. They've told you how companies used to treat the miners. Generally, you believe that if the union gives in to the company, then the company will run all over miners.

Yet, you're not sure that you can afford to go out on a strike, especially a long one. You have two children at home, and the oldest one has muscular dystrophy. Your wife does not work because she is needed at home to care for the sick child. So all the bills, including very expensive medical costs, come out of your pay check. You have no savings to fall back on. If you lose wages because of a strike, your family is very likely to plummet into a debt that you may never recover from.